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ABSTRACT

The report describes an analysis of errors yielded by a written test in English given to 424 Swedish 14-year-olds from 24 different classes in the comprehensive school. The analysis discusses the difference in attainment between pupils of high and low proficiency, frequencies and types of errors for regular and irregular verbs, and the occurrence of systematic and nonsystematic errors. It also tries to trace the errors back to the influence of the pupils' first language, to mechanisms regulating the acquisition of skills in general, and to unsatisfactory teaching strategies and teaching material. The investigation is part of a large-scale project trying to establish frequencies and types of errors in oral as well as written production by the age group in question. Informant tests based on the most frequent errors are to be administered in England in order to lay down the communicative value of the errors. (Author)

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A STUDY OF ERRORS. Frequencies, Origin and Effects

by

Margareta Olsson

FL 006 468

Pedagogiska institutionen

Lärarhögskolan i Göteborg

Augusti 1974

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SAMMANFATTNING
av forskningsuppsats

Margareta Olsson
A STUDY OF ERRORS - Frequency, Origin and Effects

Uppsats nr 27
Augusti 1974
82 s + appendices

Rapporten beskriver en felanalys av ett skriftligt prov i engelska givet till 424 14-åringar från 24 olika klasser i grundskolan.

Analysen diskuterar skillnaden i pr stationer mellan allmän och särskild kurs, felfrekvenser och feltyper för regelbundna och oregelbundna verb och förekomsten av systematiska och unika fel. Den försöker också spåra orsaken till felen i modersmålets inflytande, i allmänna mekanismer som styr inlärning överhuvudtaget och i svagheter i metoder och läromedel som kommit till användning i undervisningen.

Undersökningen är ett led i ett större projekt, som försöker fastslå feltyper och felfrekvenser i såväl muntlig som skriftlig produktion i engelska för stadiet i fråga. Som slutfas kommer informantundersökningar i England att utföras för att utröna felens kommunikationsvärde.

Nyckelord: Felanalys; Kontrastiv analys; Språkinlärning.

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ENGLISH SUMMARY

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PREFATORY NOTES

The Error Project is an offshoot from the GUME Project (Göteborg UndervisningsMetod i Engelska = Gothenburg/Teaching/Methods/English). The GUME Project started in 1968 and originally attempted to assess, in five part studies, different instructional methods in the study of English by 12-15 year-olds in Sweden. The project has been financed by the National Board of Education, Stockholm.

The Error Project aims at identifying and explaining errors in English in oral and written production by Swedish 14-year-olds. It also tries to establish the communicative value of the errors.

The first report within the Error Project - INTELLIGIBILITY - A Study of Errors and Their Importance - appeared in 1972. The present report was accomplished partly with the aid of financial support from Stiftelsen Lars Hiertas Minne, to which institution I am greatly indebted.

I wish to express my sincere appreciation of the support and interest I have received from Professor Alvar Ellegård, Head of the Department of English, University of Gothenburg, and Professor Karl-Gustaf Stukát, Head of the Department of Educational Research, Gothenburg School of Education.

I also wish to thank Kerstin Edvinson who typed the manuscript, Bert Nilsson who performed the many calculations, and Mavis von Proschwitz who revised my English.

Gothenburg in August, 1974

Margareta Olsson

EXPLANATORY NOTES

In this study two designations for incorrect renditions of the intended test replies have been used. First, an incorrect response regarded as an entity will be called an error, whether it contains one or more inaccuracies. Secondly, individual erroneous forms found within the particular response will be called deviations. This procedure makes it possible to deal with the subject's original responses in unadulterated form without foregoing discussion of frequency and types of discrete unwanted forms in isolation.

Erroneous constructions will be preceded by an asterisk as in *I writed /wrote/ a letter yesterday. The target form will, as in this example, occur within brackets.

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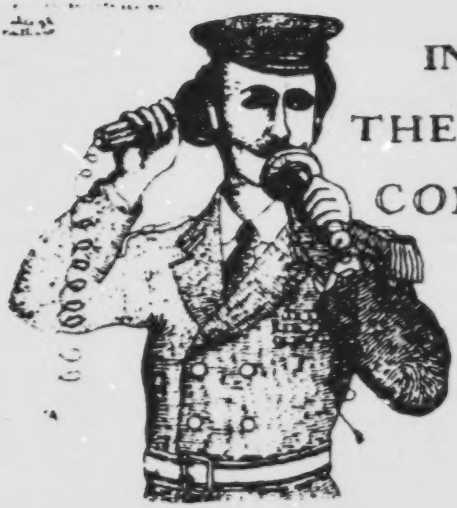

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1 PRESENTATION OF THE INVESTIGATION

1.1 The Error Project

This project deals with the analysis, origin, and communication value of errors in written and oral English. The population under investigation is one of Swedish 14-year-olds.

The project involves first the formation of a hypothesis scaling errors on a communicative basis from minor to major. Minor errors consist of utterances, formally correct or incorrect, which have no disturbing semantic effects. Major errors consist of utterances with semantically misleading effects. These utterances can be formally correct or incorrect.

It then applies the resulting error classification model to an oral and written test in English. The tests which yielded the corpuses of errors were part of an experiment trying to assess three methods of teaching the passive voice to Swedish school children. The tests had thus not been explicitly designed to generate corpuses for error analyses.

The checking of the hypothesis concerning the communicativity of the deviant utterances in the oral and written tests was performed by obtaining the verdicts of native informants.

The project thus consists of a theoretical part, that is, the posing of a hypothesis concerning the communication value of certain error types, and a practical part, which establishes what errors are, in fact, committed by a certain age-group and to what degree these errors impair communication.

Information of the actual errors committed might favourably influence future teaching materials and methods and shed light on strategies adopted by the learner in the process of learning. The native verdicts in the informant study on the intelligibility of the erroneous utterances may guide the Swedish teacher when evaluating the communicativity of his students' oral and written production.

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The error analysis first discusses types and frequencies of errors committed as well as the cause and origin of the errors. Secondly it includes a comparative analysis of the most frequent types of deviations in the oral and written tests. Thirdly, it documents what types and frequencies of errors changed in the written test between the pre-test occasion and when, after six periods of experimental instruction, the written test was again administered to the same pupils.

The informant study tries to discern the degrees of intelligibility of the most frequent types of error in the oral and written tests. Respondents are students studying various subjects except languages and linguistics. All are native Englishmen.

The informant experiments comprise tests administered orally from tapes and tests in written form.

The format of the tests involves isolated utterances as well as longer stretches of text.

The linguistic sample used in the error project is small. This fact, however, makes a treatment in depth possible.

A schema of the error project is set out in Figure 1.

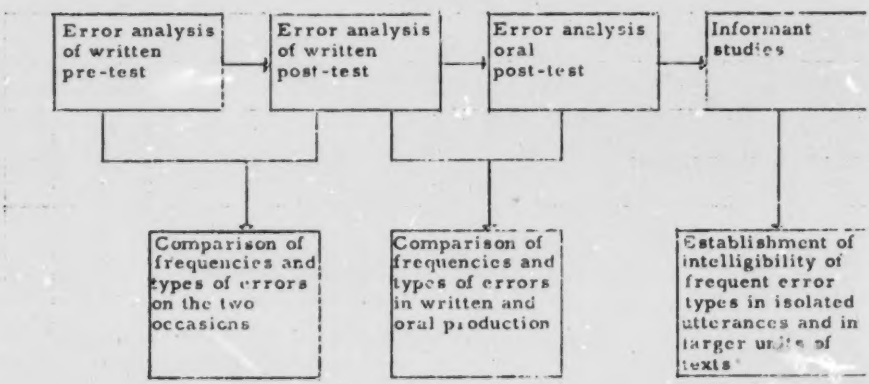
Error analysis of written pre-test
Error analysis of written post-test
Error analysis oral post-test
Informant studies
Comparison of frequencies and types of errors on the two occasions
Comparison of frequencies and types of errors in written and oral production
Establishment of intelligibility of frequent error types in isolated utterances and in larger units of texts

Figure 1. Schema of the Error Project

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1.2 Concluded Phase of the Research

An earlier report (Olsson, Intelligibility..., 1972) describes the administration of an oral test in English to 240 Swedish 14-year-olds and the result of the ensuing error analysis. An informant test based on the 12 most frequent types of errors in this test was given to 119 English students at colleges of art and technology. The hypothesis concerning the interpretability of the errors was confirmed.

1.3 The Present Report

The present report deals with the corpus of errors yielded by a written test. The errors have been analyzed quantitatively according to the classification model used for the oral test. A qualitative analysis as to the origin and causes of the errors has also been undertaken. The report includes comparisons with the result in the oral test as well as discussion of relevant literature on child language and learner behaviour when foreign languages are concerned.

An informant study concerning the communicative value of a selection of deviations in the written test will be discussed in a later report.

1.4 The Instruction of English in Sweden

Instruction in English is compulsory in Sweden between the ages of 9 and 16. There are two courses, one advanced and one elementary. The streaming of the pupils does not occur until the last three years of the compulsory nine-year school attendance. As for the goal of the two courses, it is obvious that grammatical correctness cannot be achieved by all categories of learners, if by anybody. On the other hand, the ability to understand the language and make oneself understood, both in simple everyday situations, is considered to be an attainable goal in all courses of study.

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2 THE PRESENT ERROR STUDY

2.1 Purpose

The purpose of the error study is twofold: first to analyze the errors committed on a quantitative as well as a qualitative basis, and, secondly, to select the most common error types for inclusion in an informant study.

The quantitative analysis will progress according to the blueprint drawn up below:

- Frequencies and types of errors
  a) Overall results
  b) Number of errors observed compared to number of possible errors
  c) Differences of types and frequencies of errors in the advanced and the elementary course.
  d) Recurrent and non-recurrent errors
  e) The most frequent deviant utterances
- Frequencies and types of errors in the items containing irregular verbs as compared to those containing regular verbs.

The qualitative analysis will consider the errors from the viewpoint of:

- Predictability according to the contrastive analysis hypothesis
- Learner characteristics
- Qualities in the teaching strategy or teaching materials.

2.2 The Written Test

The second analysis of errors performed within this error project was based on a written test. (See Appendix 1.) This test was one of the six sub-tests in the test battery used as pre- and posttest, to assess progress in the GUME 5 part study (Levin-Olsson 1970). It consisted of 16 test items with the verbal part missing. All the

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test items in the test are, if correctly filled in, in the present or the past tense of the passive voice. The main verb to be used is given within brackets in the infinitive.

The test takes ten minutes in all.

2.2.1 Administration of the Test

The test was given to 424 pupils in the 8th form of the comprehensive school. These pupils represented 24 classes from 13 different schools in the Gothenburg area. Twelve of the classes studied English according to the elementary course (allmän kurs, henceforth abbreviated Ak), and twelve according to the more advanced course (särskild kurs, henceforth abbreviated Sk).

The test consisted of 16 items. The responses to the first two items were, however, dictated to the pupils. Thus the test proper embraces only the 14 remaining items.

2.2.2 The Result

The tables below show the result in Ak and Sk for the written test.

Table 1. Result for the Written Test. Ak. N = 152

	$\bar{x}$	s	Possible Total
Pre-test	1.34	1.24	14
Post-test	2.17	1.71	14

Table 2. Result for the Written Test. Sk. N = 235

	$\bar{x}$	s	Possible Total
Pre-test	6.61	3.39	14
Post-test	8.56	3.21	14

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The numbers of pupils in Ak and Sk who took part in both the written pre- and post-test were 168 and 256 respectively. The reason why the number of pupils is lower in Tables 1 and 2 is that they include only those pupils who participated in at least 5 of the 6 experimental instruction periods in the GUME 5 project.

The results in Tables 1 and 2 illustrate the great difference between the courses. Both courses progress, however.

2.2.3 Reliability of the Test

Reliability coefficients were calculated for the pre-test in Ak and Sk (The Kuder-Richardson Formula 21.) In Sk the coefficient amounted to .70, and in Ak to .21.

Correlation coefficients between the written test as pre- and post-test (the Pearson product-moment correlation), were in Ak .55 and in Sk .72, which means that most pupils had made such progress that they retained their rankings.

2.2.4 The Validity

The correlations obtained for Grades English and the written test were .62 and .34 for the pre-test in Sk and Ak respectively. For the National Standardized Test in English given in form 8 of the comprehensive school the correlations were .65 in Sk and .28 in Ak.

It is noteworthy that low figures in Ak keep emerging in the above correlations. The reason may be that correlations of any kind are difficult to establish where knowledge of the subject-matter to be tested is scanty, which evidently is the case in Ak.

2.2.5 The Classificatory System

Basics. The model used for classifying errors in the oral test was also applied to the written test (See Appendix B). Only the

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verbal part of the utterance is, as in the oral test, dealt with in the analysis of errors. One erroneous utterance was counted as one error even if it contained more than one violation as to form and/or meaning. The same definition of errors is used, that is, errors are constituted by 1) deviations from the use of English as described in the school grammars used in forms 7-9 of the comprehensive school in Göteborg, 2) a lexically incorrect main verb in the utterance and 3) an utterance contextually out of place. The principle for ranking the errors is, as with the oral test, based on whether the errors are mainly of a formal nature (representing less serious deviations) or infringements as to meaning and context (representing more serious deviations). The basis on which the deviations were deemed to be more or less serious was the degree to which they interfered with communication. This system of classifying errors is, consequently, not objective.

2.2.6 Specifics. Applicability of the Earlier Model

The reason why the same classificatory system was used for the oral and the written test is that the project aims at comparing written and oral work in English by Swedish pupils of the same age and proficiency. In earlier studies on errors discussed in "Review of Related Work" (Olsson 1972, pp 20-25) there did not seem to be much difference in types and frequencies in oral and written work. A cursory survey of the result of the present written test revealed, however, that there was a greater variety of errors in that test than in the oral test. The errors seemed to be more irrelevant, too. For example, there were no instances of negated test items in either the oral or the written test. Nor are there negations in the responses to the oral test, but surprisingly enough, there were a few negative sentences in the responses given in the written test. New headings for deviances including modal auxiliaries plus past participles of the main verbs or modals plus infinitives plus -s also had to be set up.

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2.2.7 New Aspects

In the oral test the only tense to be used in the responses was the past in the third person singular. The written test, on the other hand, used different persons (3rd person singular and plural) in the present and past tenses of the passive voice. The result will be scrutinized to detect if this fact was a source of comparatively more errors.

The analysis does not permit a discrimination between e. g. the past tense incorrectly used as in *All sorts of noises heard/ are heard/ in this house at night and in *All sorts of noises I heard in this house at night. The former rendering is quite nonsensical as compared to the latter. If the analysis of the errors had consisted of an initial registration of all the errors and an ensuing classification of them, this problem would not have arisen. However, when a first analysis has been performed of the written test, a subsequent analysis will attend to sentences where an activization of the verbal part gives an acceptable version of the content in the test item.

2.2.8 Debatable Points

Spelling mistakes have no heading as such. As the result of the written test will be compared to that of the oral test where what was heard was the only criterion for the classification of errors, certain words incorrectly spelt must in the written test be treated as correct, if the spelling does not influence the pronunciation. To these belong *opend, *buildt, and *spendt.

Strange forms of the auxiliaries have headings of their own (whas, war, wash).

The incorrect forms *heared and *payed have been classified under the heading entitled "Regular inflection of irregular verb". In the case of the verb hear, this was because the incorrect spelling will most probably lead to another pronunciation than the established one. The verb pay is in the grammar-books used by the

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pupils in question classified as an irregular verb. *Payed was therefore pidgeon-holed in the same way as *heared. By the way, Svartvik calls errors of this kind "grammatical spelling errors" (Outline of Error Typology, mimeo. 1972).

A few incorrect forms of the main verb which might possibly be interpreted as spelling errors are to be found under the heading "Remaining incorrect formations of the main verb". Examples are *repeared /repaired/, *visitited /visited/.

2.2.9 Classes and Sub-classes

The original system used in my error classification divided the responses into three big classes with the following content:

Class I	Correct formation of the passive voice
Class II	The auxiliary be + a past participle but with inaccuracies in the construction
Class III	Correct and incorrect non-passive formations + omissions.

All utterances subsumed under Class II represent attempts at forming the passive voice. This means that there is a fairly good chance that the interlocutor will be able to interpret what was said. That is the case to a much lesser degree with utterances within Class III, where, instead of the passive voice, the simple active or the progressive form were used, while changing the subject's role from acted upon to actor. Classes II and III thus rank the erroneous responses from less to more serious in communication terms.

Within Class II can be found violations of morphological and syntactic rules and/or the use of lexically incorrect main verbs. Examples are: *He were sawn by all the others and *He was seemed by all the others. (Target sentence in both cases: He was seen by all the others.)

Subdivisions for errors within Class II include:

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A Incorrect auxiliary + correct main verb. Examples: *He been seen, *He are seen /was seen/.

B Correct auxiliary + incorrect main verb. Examples: *The house was builded, /built/, *The museum is visiten /visited/, *The cups are puten /put/, *English and German are thought /taught/ in Swedish schools.

C. Incorrect auxiliary + incorrect main verb. Examples: *The apples is stold /were stolen/, *The holidays are spentid /were spent/ on Bornholm.

The verbal part in sub-classes A, B, and C all represent attempts at expressing a form of the auxiliary be plus a past participle of the main verb. Sub-class D differs from A, B, and C in that instead of a past participle the pupils used the uninflected infinitive or the infinitive plus an s-ending, or the past tense of irregular verbs in the correct form or provided with an s-ending. (Examples: *He was see by all the others, *English, German, and French are teachs in Swedish schools, *Gösta Berling's saga was wrotes in 1891.)

There is for sub-classes B and C in Class II a slot for past participles plus an s-ending. For verbs with the identical form for the past tense and the past participle (as in sell, sold, sold) it is impossible to know which of the two forms the pupil intended to use. As the form in question occurs after some realization of the auxiliary be, it seemed most natural to interpret the form as a past participle. Utterances such as *I don't know where the best ones are selleds /are sold/ and *The cups are always puts /put/ in the cupboard are consequently to be found under sub-class B or, if the auxiliary should also happen to be incorrect, under sub-class C, but not under sub-class D. It is, however, impossible to know if this line of action is correct without actually asking the pupils what they meant. These examples form only one instance of the many deviations which are difficult to evaluate because there is no way of knowing what went on in the pupil's mind.

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Class III embraces correct but contextually inappropriate formations such as *The house was building /was built/ in 1851. There are also within this class incorrect formations such as *The museum visit /is visited/ by many people on Sundays, as well as utterances containing quite anomalous verb forms: *German do the speaks /is spoken/ in Germany and utterances containing only auxiliaries in the verbal part.

Subdivisions for errors within Class III comprise:

A. Correct but non-passive formations. Example: was paying /was paid/

B. Incorrect non-passive formations

B1. Formations with an auxiliary + a main verb.
Example: can hears /are heard/

B2. Formations consisting of one main verb or two main verbs
Example: know puten /are put/

B3. Formations consisting of an auxiliary only

C. Omissions

2.2.10 Classification Procedure

I catalogued the errors according to the classificatory model described above. (The results for the two courses are found in Appendices C and D). A colleague at the English Department of the School of Education checked one Sk class and one Ak class of 19 and 9 pupils respectively. A comparison of the results showed that there was disagreement about how to classify the utterances in ten cases of the 392 utterances checked (i.e., 28 pupils x 14 test items) which means a percentage of 2.55. Most probably the figure would have been lower still if more responses could have been classified by this second marker.

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3 RESULTS OF THE INVESTIGATION

3.1 General

The following excerpt is from INTELLIGIBILITY - A Study of Errors and Their Importance (Olsson 1972).

> The kind of test an error analysis is based upon may influence the frequency of errors as well as the types of errors. This is immediately evident in the result of the PAKS (Projekt für Angewandte Kontrastive Sprachwissenschaft = Project on Applied Contrastive Linguistics) Arbeitsbericht Nr. 5 (1970, p 38) where an analysis of 4,000 errors made by secondary school pupils in Germany in tests of English proficiency resulted in the following figures:

	N	Syntax/Morphology	Vocabulary	Spelling
Reproduction	300	50%	30%	20%
Dictation	300	1%	4%	95%
Translation	200	15%	75%	10%

> In a reproduction test the examinees hear the words and thus the lexis may not be a primary source of error. This is not the case in a translation test, where the examinees are, probably, more concerned with the structure of the language. In a dictation test, vocabulary and structure may be expected to cause the examinees very few difficulties, whereas spelling will be the chief source of error. There are also other reasons for differences in result. In a dictation test as in a translation test, all the participants are being exposed to the same difficulties. This is not the case to the same degree in the reproduction test, where the examinees can choose how to express themselves. This will mean, first of all, a greater variety of expression, and secondly, an avoidance of difficulties. (p 18)

The written test on which the present analysis of errors is based contains only 14 items. In each of these items only two words are considered in the analysis, i.e., the auxiliary be and the past participle of the main verb. All participants were exposed to the same difficulties which means that reactions from 424 pupils are available for each of these items. As the pupils were offered the main verbs in the uninflected form on their test papers, lexis does not enter as a probable source of error. The presence of the infinitive in a context which requires a past participle may

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have been a source of error.

3.2 Quantitative Analysis

3.2.1 The Corpus

The written test consists, as-mentioned earlier, of 14 test items. A first examination of the result revealed the number of correct responses, incorrect responses, and omissions, however.

In Ak the corpus consisted of 2,352 reactions (i.e. 14 test items x 168 pupils). In Sk the corresponding figure was 3,584 (i.e. 14 test items x 256 pupils). The survey below sets out the result in rough outline:

Course	N	items	number of possible errors	errors observed	correct responses	omissions
Sk	256	14	3,584	2,103	1,400	81
Ak	168	14	2,352	1,867	172	313
Total	424	14	5,936	3,970	1,572	394

As the present study is based on elicited reactions and not on free production, the recording of correct responses and omissions for each test item as well as of errors is possible.

The corpus of this study is 5,936 reactions of which 1,572 consisted of correct sentences, 3,970 of incorrect utterances, and 394 of silence.

Error analysis is by definition restricted to the study of errors. The study of instances where, characteristically, errors do not occur is, however, highly revealing of the student's current stage of mastery of the language in question, and should not be neglected.

As will be remembered a deviant utterance was counted as one error, even if it contained more than one unwanted form or word. The novelty with this approach is that the actual learner responses are considered as an entity. The individual deviations of the res-

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ponses are not as in earlier studies artificially classified as discrete deviations, though my system of analysis does not exclude such a procedure.

3.2.2 Result in the Three Main Classes and the Two Courses

One of the aims of the present study is to compare rates and types of errors in the two courses. The advanced course (Sk) represents the more knowledgeable pupils and the elementary course (Ak) those who are not so bright and have followed a less exacting syllabus.

Figure 2 represents the distribution of the responses within Class I (correct responses), Class II (representing incorrect passive formations) and Class III (non-passive formations and omissions).

The difference between the courses is striking. There are about five times as many correct responses in Sk as in Ak. Errors of the serious kind and omissions as represented by the figures in Class III are six times as frequent in Ak as in Sk. In both courses the majority of unwanted forms, however, is found in Class II, that is, the class hypothesized to contain the less serious errors, and not in Class III, hypothesized to contain the more serious errors.

The figures for Class II and III also reveal that the course which committed more errors on the whole, also committed more errors of the serious type than the course with fewer errors.

3.2.3 The Top Ten

There were in all 108 types of errors in Ak and 84 in Sk. This discrepancy in number is significant at the .10 level of confidence. 67 types of errors were common to both courses.

The ten most frequent types of errors in Ak represent 893 deviant utterances, that is, about 50 per cent of the total of the 1,867

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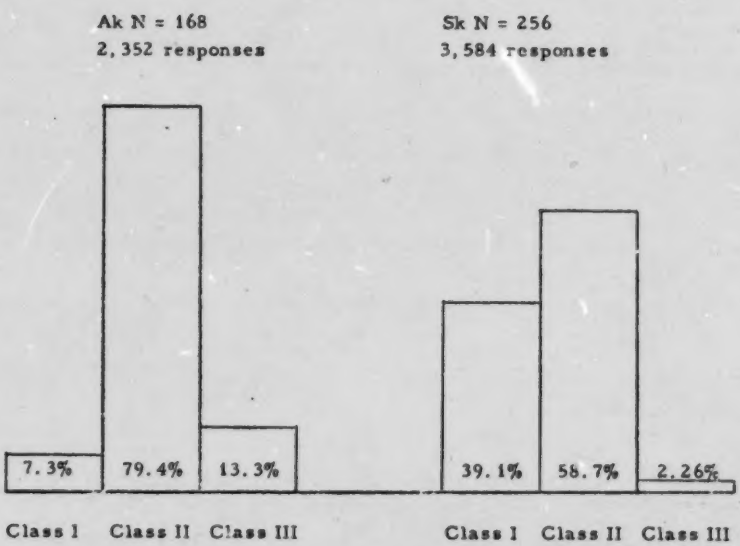

(Class I — Correct formation of the passive voice

Class II — The auxiliary be + a past participle but with inaccuracies in the construction

Class III — Correct and incorrect non-passive formations plus omissions)

Figure 2. Distribution of Responses in the Two Courses

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deviant utterances in that course. As there were 108 types of errors in Ak, this means that the remaining 98 types stand for 973 erroneous renderings of the test items. A comparison between the number of errors which the ten most frequent types stand for and those which the remaining 98 types stand for thus displays a very uneven spread of errors of different types.

Of the 84 types of errors found in Sk, the ten most frequent represent 1,461 aberrant utterances. As the entire corpus of errors in Sk reached the figure 2,103, these top ten stand for substantially more than 50 per cent of all the errors committed in that course. The remaining 652 errors, representing the balance in Sk, are scattered over 74 types. Just as in Ak, the deviant utterances are very dissimilarly distributed among the types. It is, however, abundantly clear from the distribution of the number of errors among the top ten and the residue that in both courses there is a prominent feature of systematization in the pupils' production of English.

A scrutiny of whether the ten most frequent types of errors in Ak and Sk belong to Class II (which was ex hypothesi to contain less serious errors) or Class III (considered to encompass serious errors) gave the result that in Ak six of these ten types belonged to Class III while four were to be found in Class II. In Sk the corresponding figures were eight from Class II and two from Class III. Among the most frequent ten error types, there were thus considerably more in Ak belonging to Class III than in Sk. This fact stresses the great difference in performance evident in the two courses.

3.2.4 Recurrent and Non-Recurrent Errors

There were, as mentioned before, 2,103 erroneous responses in Sk, dispersed among 84 types of errors. Of these 84 types, 20 occurred only once. If the 20 error types are seen in relation to the 2,103 errors observed, they form one per cent of the total number of errors.

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In Ak, there were 108 error types of which 25 had only one occurrence. As in Sk, about 25 per cent of the error types were thus non-recurrent. With 1,867 deviant responses in Ak, these 25 error types form about 7 per cent of the total number of errors. In both courses the number of recurrent errors thus far outweighs the number of non-recurrent errors. There are also very similar percentages for recurrent error types contra non-recurrent error types in the two corpuses. However, in Ak the non-recurrent error percentage, seen in relation to the bulk of errors, is much higher than the corresponding figure in Sk. Thus when Ak-pupils choose an erratic form to convey an intended meaning, this is more often than in Sk due to confusion about how to use the linguistic elements at hand rather than to a stabilized misconception about how to express the meaning in question.

3.2.5 Regular and Irregular Verbs

One of the objectives of this study is to document the difference, if any, in results for test items containing regular and irregular verbs. Tables 3 and 4 display a discrepancy between the two courses in raw figures but also great relative similarities in the result. As for the regular verbs they have in Ak a mean for correct responses of 19.7 while the corresponding figure for the irregular verbs in the same course is 10.3. In Sk, the corresponding means are 115.3 and 95.8. Thus the regular verbs have in both courses higher figures for success than the irregular verbs.

Of the irregular verbs, put, write, and see have the highest number of correct responses in both courses. Put has the same form in the infinitive as in the past participle. Deviant forms constituted by the use of the infinitive instead of the past participle cannot consequently be registered for this verb. This may be an explanation for the low number of errors. It does not, however, explain why put also has the lowest figure for omissions in both Ak and Sk.

The successful treatment of write and see might be due to the

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fact that in both Swedish and English the verbs are irregular. An opposite point in case are the low results for the verbs spend, teach, pay, speak, and build, which are irregular in English and regular in Swedish. (These results are still more evident in Tables 5 and 6 below where the results for the incorrect main verbs only are represented, that is, errors in the auxiliary have been deducted). Teach has in both courses the lowest score for successful responses, but, incidentally, it has no remarkably low figure for omissions. This shows that the aspect of difficulty is a multidimensional problem, that is, many omissions and few errors and vice versa must be taken into account as well as correct responses when the difficulty of a word or structure is considered.

The direct correspondence in Swedish of the verb steal (stjäla) is hardly used by the age-group my subjects represent. Instead they use knycka, which is a regular verb. This might explain the low number of correct answers in the two courses.

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Table 3. Distribution of Correct Responses, Errors and Omissions in Ak. N = 168

	visit	repair	open	put	spend	teach	steal	pay	hear	speak	write	see	sell	build	Σ	
Correct versions	15	30	14	29	6		2	6	6	1	29	29	3	2	172	7.3%
Errors	130	113	133	134	145	144	153	136	139	152	118	105	123	142	1867	79.4%
Omissions	23	25	21	5	17	24	13	26	23	15	21	34	42	24	313	13.3%
															2,352	

Table 4. Distribution of Correct Responses, Errors and Omissions in Sk. N = 256

	visit	repair	open	put	spend	teach	steal	pay	hear	speak	write	see	sell	build	Σ	
Correct versions	101	176	69	173	107	22	52	89	55	77	158	149	92	80	1400	39.1%
Errors	153	75	182	83	142	226	203	155	189	176	96	101	148	174	2103	58.7%
Omissions	2	5	5		7	8	1	12	12	3	2	6	16	2	81	2.3%
															3,584	

(The regular verbs introduce the surveys above. The irregular verbs follow in the order they were presented in the written test)

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A rank-ordering of the test items gave the following result:

	Ak	Sk
visit	6	5
repair	1	1
open	11	6
put	2	3
spend	5	8
teach	14	14
steal	13	11.5
pay	8	8
hear	12	8
speak	10	13
write	3	3
see	4	3
sell	7	10
build	9	11.5

The rank correlation was .83 which means that the different verbs in the test items had relatively speaking about the same position for success in the two courses (Angsmark 1970, p 211).

3.2.6 Statistical Information on the Verbs in the Test Items

All the verbs in the 14 test items with the exception of repair and steal have 100 or more occurrences per million words according to the Thorndike-Lorge list of 30,000 words (1959). Steal occurs at least 50 times but not so many as 100 per million and repair, finally, has 47 occurrences per million. It should be remembered, that in the cases of, for instance, pay, open, and visit the figure stands for the cumulative occurrences of the verb, noun, and adjective respectively in this list.

Parallels drawn between frequency of occurrence and successful treatment of words in a test can be a doubtful procedure, all the more so as the instruction in English in Swedish schools is

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not based on frequency lists. Suffice it to state here that the verbs chosen for my test are very common, and that repair, probably because it is a regular verb, outshines the more frequent irregular verbs in the result of the test. This again confirms the result in the oral test (Olsson 1972, p 44) where the regular verbs, too, had better results than the irregular.

3.2.7 Distribution of Types of Errors in Classes II and III

It was found that there were on an average more correct solutions for the regular than for the irregular verbs in both courses (p 18). To uncover if there were differences not only in the number of errors in the regular and irregular verbs, but also in the type of error, Tables I and II were set up (see Appendix E). They present for each individual verb the total number of error types and the figures for error types within Classes II and III respectively.

Below follows a digest from Tables I and II.

	Mean for total number of types of errors	Mean in Class II	Mean in Class III
Ak regular verbs	32.3	14.7	17.7
Ak irregular verbs	36.5	17.8	18.6
Sk regular verbs	22.7	12.3	10.3
Sk irregular verbs	26.7	14.6	12.1

The above figures establish that the types of errors is consistently higher for irregular than for regular verbs, and, furthermore, that error types of the more serious kind, as found within Class III, are also repeatedly more numerous for the irregular than for the regular verbs. In all these cases there is no difference between the two courses.

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3.2.8 Major Types of Errors in Ak and Sk

The most frequent type of error in Ak was that the pupils quite simply used the infinitive given in their test papers without any auxiliary. This type of error amounted to 5.48 per cent of the total number of responses (2,352). In absolute figures there were 129 occurrences of this deviation distributed among 1,667 erroneous responses. (See Appendices F and G). The next most frequent error type was correct form of the auxiliary be and regular inflection of an irregular verb. There were 88 cases of this deviation representing 4.76 per cent. For this error type the total sum of responses is 1,848, as only 11 of the 14 test items contained irregular verbs.

Third place is held by a type involving correct auxiliary plus remaining incorrect formations of the main verb, and fourth place by regular inflection of an irregular verb without any auxiliary (4.42 and 3.79 per cent).

The prime error type in Ak consequently consists of the most primitive form of verb usage, i.e. the infinitive. As will be remembered, the infinitive of the main verb to be used was given within brackets after each test item. The construction of the test may have led the pupils to use this uninflected form either with or without an auxiliary.

Two of the major error types in Ak involve the use of regular inflection of the irregular verb. As to the degree of seriousness of the errors, Nos 1 and 4 belong to Class III, which means that they will greatly impede communication according to the hypothesis while Nos 2 and 3 belong to Class II and consequently imply minor errors.

The most common error type in Ak occupies place number 16 in Sk. The most frequent error is, on the other hand, the same as the second most frequent in Ak, namely, correct form of the auxiliary and regular inflection of an irregular verb. This error type has in Sk 264 occurrences and represents 9.38 per cent of the total sum. (As always with the irregular verbs, this sum has been adjusted.) The figure for this particular error type is both

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in Ak and Sk higher in reality, as the analysis of errors does not consider the cases within Class III where e.g. incorrect past participles with the auxiliaries have, had, has, do, must, can, etc sometimes involved regular inflection of the irregular verbs.

The second and third most frequent error types in Sk were incorrect number of the auxiliary be plus correct form of the main verb and incorrect tense of be plus correct main verb with respectively 253 and 245 occurrences representing 7.06 and 6.84 per cent of the total 3,584. The fourth error type was the same as number three in Ak, that is, correct auxiliary plus remaining incorrect formations of the main verb (181 occurrences = 5.05 per cent).

Of all the four leading error types in Sk, not one belongs to Class III, that is, the class embracing the more serious errors, and consequently not one represents a confusion of the active voice with the passive, which was the case with two of the four major errors in Ak. Similarities between the two courses also exist, as shown by the error types containing regular inflection of the irregular verb and remaining incorrect formation of the past participle of the main verb.

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4 ORIGIN AND CAUSE OF THE ERRORS

For a thorough treatment of errors, error analysis is not sufficient. It is based on subjective methods of classification and does not explain why the errors occur.

The tracing of the origin and cause of the individual inaccuracies in the written test will be directed along three main lines. The first will attempt to document whether the errors are generated by differences in Swedish and English. The second will try to establish whether there are errors which materialize in all language learning because of certain qualities in the human learner. The third will study whether certain errors have been engendered by the design of the course of instruction or teaching method.

The small child learning its first language, young children moving to a new country, and immigrants all have in common the fact that they are strongly motivated to learn the language being spoken around them. The situation is very different in formal classroom instruction. Motivation can vary from very strong to non-existent. Even in fortunate circumstances the acquisition can only take place in situations resembling real life, while the first-mentioned categories of learners pick up the language in real life situations. There are two further factors which might influence the process of learning. The linguistic material is presented to the students graded in content and sequence, and the tuition proceeds according to methods recommended by specialists or by authorities. These two factors have consequently been artificially created for the school situation. My aim is to scrutinize my data to see if errors can be traced to qualities in teaching material and teaching methods.

In the following, two theories underlying the qualititive analysis of the deviations will be discussed. Mention will also be made of relevant literature on the subject.

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4.1 The Contrastive Analysis Hypothesis

Contrastive analysis claims to be able to predict errors generated by differences in the source and target languages (Lado 1957, p 59, Weinreich 1968, p 1). These errors can be engendered either by the fact that the words or structures, or the application of them, diverge in the two languages, or by the fact that one linguistic system possesses means of expression which do not exist in the other system. Contrastive analysis can be employed to predict interlingual interference as well as, on a different level, intralingual interference. Naturally, only the type of errors can be predicted; the number of errors is unpredictable.

The predictive power of contrastive analysis has been contested by Catford (1968) who argues that "... the chief function of Contrastive Analysis is explanation rather than prediction" (pp 18-19). Explanation, of course, is an a posteriori phenomenon, but, under similar future conditions, the occurrence of errors once explained by contrastive analysis, can also be predicted.

4.1.1 Relevant Studies

Carlbom (1973). In an inquiry dealing with errors in word order, Carlbom (Swedish-English Contrastive Studies, Report No. 2) scrutinized translation tests from Swedish to English produced by 769 Swedish university students. The tests were part of the students' proficiency tests in English. Potential errors had been predicted on the basis of contrastive analysis between the Swedish texts and model English translations of them. Nearly 85 per cent of the predicted errors did actually appear, whereas contrastive analysis could explain the errors to almost 100 per cent. The author stresses, however, that this result cannot be used to make generalizations about any grammatical problem or for languages other than Swedish or English (p 47).

Evans (1972). In a Diploma Dissertation "HIS", "SHIS" and "THEIS" - Growth of a Possessive Morpheme Evans describes how an Arab

of twenty learnt English at a private language school at Bournemouth. Some of the student's errors were traceable to the style of teaching at his school but most of the errors he committed could be explained as "... the student's adoption of the abstract framework of his native language as a suitable schema in his approach to the learning of English ..."(p 21). Thus also when the source and target languages differ widely, contrastive analysis has considerable explanatory power.

Semano (1972) established in An Analysis of Errors in the Prepositions by Sesotho-Speaking Students that 40 per cent of the students' errors in English were due to intralingual interference and 38.5 per cent to interlingual interference. There is thus in both Semano's and Evans' corpuses a residue of errors which contrastive analysis can neither predict nor explain.

Tran (1972). Tran's experiment involved 149 English-speaking Canadian high school students learning Spanish. A test in Spanish revealed that 51 per cent of the errors committed were actuated by interference from the source language and 27 per cent by intralingual interference. A few errors were due to the influence of another foreign language. On the basis of these findings Tran advocates a comprehensive approach to errors, where error analysis and students' perception of difficulty supplement each other, while contrastive analysis centres on the origin of the errors (p 2).

Uhl Chamot (1973). The phonological production in the acquisition of English by a 10-year-old French and Spanish speaking boy is described in a case study by Uhl Chamot. The boy learnt English at school, where all instruction was in English, and with his friends outside school. The observations on his progress in English went on for nine months by recording dinner table conversations.

The English the boy learnt was clearly influenced by the French and Spanish languages. Surprisingly, Spanish, his second language,

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was in some cases found to have a stronger influence on his English than French, his first language. The experimenter shares the viewpoint expressed by many contrastivists that differences between languages cause the greatest obstacles in the learning process. In accordance with this opinion she postulates that "... consonants, exclusive to English should be the most difficult to master for the French-Spanish speaker. Next in order of difficulty might be consonants which do not exist in French, the subject's mother language, and then those existing in French but not in Spanish. ... The actual consonantal problems showed, however, that contrastive analysis was more useful in explaining errors than in predicting them. ... On the other hand, predicted vowel difficulties did in fact materialize." (p 244)

As to the reason for difficulties in foreign language learning, it can be argued that partial identities might be more difficult to master than sharp divergences in two language systems. Furthermore, errors can be actuated by other agents than linguistic difference. Contrastive analysis should not be regarded as ineffective because assumptions which are not inherent in the theory do not work.

The author finally remarks that though the boy could acquire his third language under conditions similar to those in which a child learns to speak its first language, it was clear that he, unlike the small child, was hampered by already acquired linguistic habits in French and Spanish.

4.2 The First Language Acquisition = Second Language Acquisition Hypothesis

Chomsky considers (1965) that "To acquire language, a child must devise a hypothesis compatible with presented data - he must select from the store of potential grammars a specific one that is appropriate to the data available to him." (p 36). This statement begs the question: What is common to first and second language acquisition, and if they differ, in what way do they do so?

4.2.1 Relevant Studies

Dulay and Burt (1972). In "Goofing: An Indicator of Children's Second Language Learning Strategies" Dulay and Burt put forward the hypothesis that spontaneous language acquisition in a living environment is the same process as first language acquisition as far as children before the age of puberty are concerned and in the realm of syntax. They do not consider errors to be negative transfers from the first language but manifestations of the learner's strategies to learn. The authors postulate three assumptions on which the hypothesis rests:

1. The language learner possesses a specific type of innate mental organization which causes him to use a limited class of processing strategies to produce utterances in a language.
2. Language learning proceeds by the learner's exercise of those processing strategies in the form of linguistic rules which he gradually adjusts as he organizes more and more of the particular language he hears.
3. This process is guided in L1 acquisition by the particular form of the L1 system, and in L2 acquisition by the particular form of the L2 system. (p 242)

Dato (1971) and Ravem (1968). Some support for Dulay and Burt's assertions may be found in two studies undertaken to follow the acquisition of a foreign language by children at the pre-reading stage reported on by Dato and Ravem. Both think that comparisons between first and second language acquisition will open up new avenues of future research. In particular Ravem remarks: "... What is perhaps more striking is the extent to which second language acquisition in an environment where no formal instruction is given seems to be a creative process not unlike that of first language acquisition. The similarities between Rune (Ravem's son) and L1 learners in the developmental sequence of negative and interrogative sentences are in many ways more revealing than the differences". Ravem, stresses, however, that "... a normal six-year-old child at all levels of language is greatly facilitated by the linguistic competence he already possesses through his first language" (pp 184-185).

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Garvie (1972). On first and second language acquisition Garvie has the following to say:

> Second language learning must be very different because of factors like differences in age, culture and situation of learning. But so far as can be ascertained, no one has actually tried to prove it. The case for the other side, however, has by no means been proved, either. (p 10)

In order to provide a basis of comparison for first and second language learning, Garvie, in a study entitled "The Urdu-Speaking Immigrant's Learning of English Morphology", replicated Berko's experiment described in "The Child's Learning of English Morphology" (1958). Garvie's subjects, however, were immigrant adolescents.

In Berko's experiment children aged 4 to 7 took part. They were divided into an upper and a lower age level, but as the results for the two levels were qualitatively similar, they were later conflated. It is interesting to note in passing that the older children made better use of the knowledge they already had than the younger children.

In the part which was replicated, the children were shown picture cards and asked to form plurals, ing-forms, third persons singular, and past tenses of verbs out of non-existent words. So, for instance, the children heard: "Here is a wug. Now there is another one. There are two of them. There are two ..... " (target: wugs). The underlying idea was that if the child had internalized the inflectional morphemes in English, he would be able to demonstrate his knowledge by applying them to words not heard previously.

All children heard the nonsense words in the same serial order. Consequently there is no way of establishing if this order might have biassed the result.

The Garvie experiment encompassed 24 immigrant boys varying in age between 12 and 15. They were all from the subcontinent of India. Immigrant boys of this age in Bradford spend one year at special centres where they learn English. From these centres they go on to secondary schools. The 24 boys were divided into two levels with 12 from a centre and 12 from a secondary school,

which means that the levels had one or two years of English instruction respectively. However, the boys had thus had formal instruction in English at school combined with possibilities to use English with their friends outside school, a fact which should be remembered in comparisons. Picture cards similar to those used by Berko were utilized.

The pattern of errors for the two levels was similar, with the qualification that there were more pronounced signs of progression of learning on the upper level. The similarity caused the results of the two groups to be combined into one group, as was the case with Berko's subjects.

Striking similarities emerged in a comparison of the Berko and Garvie experiments. Both the children and the adolescents were found to possess morphological rules. Their responses were systematic and orderly.

In both groups the subjects succeeded to almost a hundred per cent with the ing-form. This can, however, have been caused by the testing procedure for this particular morpheme. The stimulus sentence was: "This is a man who knows how to zib. What is he doing? He is ....." (target: zibbing). As will be remembered from the item containing *wug the intended ending was not mentioned in the material which the child was to use in his response. This, however, was the case with test items aiming to elicit the ending -ing. Garvie's interpretation of why the respondents were so successful, is, nevertheless: "The 'ing' form is frequently used; it is invariant and it is the first verb form to be taught, as much because it is easily demonstrated as because it is a common form" (p 90). It is very possible that learning priority here made a contribution to the result for the adolescents, but that could hardly be the case with the children. Besides, it is doubtful if the progressive form is, in fact, frequent in everyday English.

Further similarities between the children and the adolescents were that plurals were handled better than the past tense (p 146). In all verb forms, moreover, the immigrants and the children

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had the same difficulties (p 127).

The sequence of mastery of the morphological ending in plurals, possessives, and the regular past tense is also, according to Garvie, illustrative of the fact that least restricted rules are acquired first and most correctly. Thus the endings [iz] and [id] are the last to be acquired. The learning of the ending [iz] also proved to be differential in the two groups in so far as it reached the highest figure in possessives (p 132).

However, there might be another reason for the poor result for the endings [iz] and [id] than generality of application. Solomon (1972) duplicated Berko's experiment with 40 children of five and six years of age. In 46 nonsense monosyllables every possible final consonant in English was used twice. Furthermore, the order of the items was reversed for each child so that it could be checked whether a special sequential order affected the outcome. It emerged that the children were not successful in expressing plurals of words where the stem ended in a fricative. As the regular endings are fricatives, the children seem to have fabricated the rule: "a fricative ending indicates plurality" (p 48). All words requiring the ending [iz] end in fricatives, and hence no plural morpheme was affixed to them.

Incidentally, in experiments with adults, Bellamy and Bellamy (1970) found that mastering the [iz] allomorph is a problem for adults also (p 211).

Very possibly a parallel to this finding exists in the poor performance as far as the verbal ending [id] is concerned. The children may have felt that as the verb had already a dental ending in the stem, no dental past time marker was necessary.

Natalicio and Natalicio (1969) level a good deal of criticism at the way Berko's experiment was carried out. They think that the question "To what is the S responding?" is justified. To illustrate their point they quote a dissertation by Natalicio (1969) entitled: Formation of the Plural in English: A Study of Native Speakers of English and Native Speakers of Spanish. The design of that study

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implied that the subjects first repeated the singular stimulus before they were asked what the plural of this word would be. In this way the experimenter could ascertain if the child had properly understood what word he should put in the plural. When Berko gave the stimulus *heaf, e.g., the responses *heafs and *heaves were considered to be satisfactory. If the child said *heases, the answer was not accepted as correct. The design of Berko's study had no possibility to consider if the child said *heases because he took the stimulus word to be *heas, in which case he evidently mastered the plural morpheme.

In spite of recommendations for more tightly controlled variables in experiments similar to those performed by Berko, Natalicio and Natalicio do not submit that the shortcomings in her study necessarily invalidate the results (p 208).

Even if some results in the Garvie experiment can be due to the testing conditions, whereas others can be given a different interpretation from that of the experimenter, the fact remains that the subjects, whatever they were reacting to, responded in a similar way. This way revealed, as mentioned earlier, an orderly and systematic use of the English morphemes. This orderliness has parallels in studies on child language (Ervin-Tripp 1970) and in the way my Swedish pupils responded in the oral and written tests.

Garvie concludes that it may be natural that the results in the two experiments turn out to be similar. After all, the task is the same, namely language learning, and the learners identical, namely human beings (p 146). As for the differences between the results of the experiments Garvie comments: "... the adolescent foreign learner who is hampered to some extent by interference from his first language, perhaps has the advantage of having gone through the business of language learning before. He has, as it were, already learnt to learn and there may be enough which is universal about this process to ensure that it will be more facile the second time round" (p 136). This is, as will be remembered, also what Ravem found about his son learning a second language (above p 29).

5 QUALITATIVE ANALYSIS OF THE ERRORS

5.1 Result in Class II

In Class II A the main verb was correct and only the auxiliary deviated. (As will be remembered, in Class II B, C and D the main verb was incorrect.) To expose the result when deviations in the auxiliary alone were disregarded, the figures under Class II A were added to the figures for correct answers. Tables 5 and 6 present the issue.

In both courses the correct answers for the regular verbs exceed those for the irregular verbs still more conspicuously when deviations in Class II A are not tabulated. The verbs which total the highest figures are in Ak open (increase 76), visit (30), sell (21), and hear (18). In Sk the four highest places were held by open (increase 141), hear (94), steal (83), build and visit (50 each). Thus, three of the six verbs with the highest scores are common to the two courses. It is also worth noting that four of these six verbs have the auxiliary in the plural, if correct. The considerable change in the scores for open, hear, sell, and steal when deviations in the auxiliary are disregarded, shows that plural forms in auxiliaries, which are not marked in the type of language the Swedish pupils speak, are a major difficulty. (See further discussion on pp 43-45).

A rank correlation calculated for the results on the amended test items in the two courses amounted to .87 (Angsmark 1970, p 211).

As will be remembered, a rank correlation computed for the original result amounted to .83 (p 21). Evidently, the relative order of the test items for correct replies did not vary substantially when adjusted figures were used.

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Table 5. Result in Class II When Deviances in Class II A Are Deducted. Ak. N = 168

	visit	repair	open	put	spend	teach	steal	pay	hear	speak	write	see	sell	build
Correct versions	45 (15)	45 (30)	90 (14)	38 (29)	12 (6)	2 (0)	8 (2)	15 (6)	24 (6)	3 (1)	41 (29)	41 (29)	24 (3)	7 (2)
Incorrect main verb	100	98	57	123	139	142	147	127	121	150	106	93	102	137
Omissions	23	25	21	5	17	24	13	26	23	15	21	34	42	24

Table 6. Result in Class II When Deviances in Class II A Are Deducted. Sk. N = 256

	visit	repair	open	put	spend	teach	steal	pay	hear	speak	write	see	sell	build
Correct versions	151 (101)	200 (176)	210 (69)	183 (173)	124 (107)	130 (22)	135 (52)	116 (89)	149 (55)	104 (77)	199 (158)	169 (149)	139 (92)	130 (80)
Incorrect main verb	103	51	41	73	125	218	120	128	95	149	55	81	101	124
Omissions	2	5	5	0	7	8	1	12	12	3	2	6	1t	2

The figures within brackets in the "Correct versions" row are the original scores for correct responses before the responses with inaccuracies in the auxiliary were added.

5.1.1. Proportions of Deviations in the Auxiliary and in the Main Verb

It was considered worthwhile to find out the proportions of deviations in the auxiliary and the main verb in the two courses. For this calculation only the result in Class II could be used as Class III contains non-passive formations with and without auxiliaries.

Table 7. Proportions of Deviations in the Auxiliary and the Main Verb

	Ak N = 168		Sk N = 256	
Deviations in the auxiliary	649	47.3%[x]	1,010	50.7%[xx]
Deviations in the main verb	722	52.7%[x]	984	49.3%[xx]

[x]Total = 1,371 [xx]Total = 1,994

(Classes II C and D contain deviations both in the auxiliary and in the main verb. A number of the erroneous utterances tabulated in Class II have thus been included in the auxiliary as well as in the main verb rows.)

In the above result there are no palpable differences either in the treatment of the auxiliary and the main verb or between the courses.

To display further the distribution of deviations in the auxiliary and the main verb, Tables 8-11 were set up.

Table 8. Principle Types of Deviations in the Auxiliary. Ak N = 168

Number	409	41.2% (of 994[x])
Tense	446	44.9% "
Non-finite forms	66	6.6% "

[x]Sum total of erroneous replies in Class II = 994 in Ak

(In the figures for deviations in the auxiliary, tense includes figures found under the headings Tense and Number and Tense. Correspondingly, figures for number include both deviations under Number and Number and Tense.)

Table 9. Principle Types of Deviation in the Main Verb.
Ak N = 168

Regular inflection of irregular verbs	260[x]	26.2% (of 994)[xx]
Other incorrect formations of past participle	250	25.2% "
Infinitive of main verb	212	21.3% "

[x]Adjusted figure, considering that only 11 of the 14 main verbs in the test items were irregular.

[xx]Sum total of erroneous replies in Class II = 994 in Ak

Table 10. Principle Types of Deviations in the Auxiliary.
Sk N = 256

Number	603	37.2% (of 1,623)[xx]
Tense	586	36.1% "
Non-finite forms	23	1.4% "

[xx]Sum total of erroneous replies in Class II = 1,623 in Sk

(In the figures for deviations in the auxiliary, tense includes figures found under the headings Tense and Number and Tense. Correspondingly, figures for number include both deviations under Number and Number and Tense.)

Table 11. Principle Types of Deviations in the Main Verb.
Sk N = 256

Regular inflection of irregular verb	393[x]	24.2% (of 1,623)[xx]
Other incorrect formations of past participle	286	17.6% "
Infinitive of main verb	231	14.2% "

[x]Adjusted figure, considering that only 11 of the 14 main verbs in the test items were irregular.

[xx]Sum total of erroneous replies in Class II = 1,623 in Sk

As far as the auxiliaries are concerned, tense seems to be more of a difficulty in Ak than in Sk, whereas Sk has more unwanted forms than Ak for number. Still, the differences are fairly small.

In both course there is a striking analogy on the one hand between the result for number and tense, and on the other for non-finite forms, i.e. the third group is substantially lower.

The order of the three major types of errors in the main verb is also identical in the two courses. Regular inflection of the irregular verb tops the list, followed by what are called "Remaining incorrect forms of the main verb". Use of the uninflected infinitive of the main verb occupies the lowest position.

5.1.2 On Past Participles and Infinitives

The degree of difficulty of the material tayght is assumed to be proportionate to the frequency of errors committed by the learners. Basing a hierarchical scale of difficulty on differences in the source and the target languages as done by Bowen and Stockwell (1965, p 284), seems a doubtful procedure in view of my result where in the case of the main verb the formation of the past participle of irregular verbs would have the first place in a hierarchy of difficulty because the learners inflected the irregular verb according to the regular pattern to such a great extent. There are in English and Swedish regular, as well as irregular, verbs. In this the two languages are not different. The pull towards regularization demonstrated in the application of the ending -ed to irregular verbs is clearly not a linguistic factor inherent in the material taught but a quality characterizing the human being. As Ervin-Tripp (1970) puts it, the learner is "not just a passive vessel" (p 314), but an active organizer of the linguistic data put at his disposal. This is the reason why he commits many errors when regularizing irregular linguistic elements.

The second principal error in the main verb also displays the learner's creativity sparked off by overgeneralization. The result in this case means that he uses other irregular patterns for the

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formation of the past participle than the correct ones. Examples are: *The cups are always puten and *The apples were stold.

The use of the uninflected infinitive instead of a past participle may in many cases be due to sheer ignorance. Some pupils may have understood that they should combine a form of the auxiliary be and a main verb, and they have added without more ado the verb form given in the test papers to the auxiliary. Other pupils could have forgotten the instructions that they were to use a form of the main verb given and taken the infinitive to be the form to be inserted. Dialectically, in Swedish, some regular verbs are used without dental endings in the past tense and the past participle, and this means that the pupils might be familiar with such forms in Swedish and draw the conclusion that they could also be used in English. Finally, the source of this type of deviation could have been that the pupil used the infinitive as past participle in analogy with the verbs set, put, hit, and hence wrote *English, German, and French are teach in Swedish schools.

The two most frequent errors in the main verb within Class II can thus be due to intralingual interference. Furthermore they both constitute errors which Swedish and English children make when learning their first language.

The last of the three principal types of deviation in the main verb in Class II can also have been engendered by intralingual interference. It does not, however, as the first two main types of deviation in the main verb, represent an aberration which a Swedish child commits when learning his mother tongue, that is, the child does not use the infinitive of irregular verbs after the auxiliaries have or be (Syntaxen i en 20-22 månader gammal flickas spontana tal, Lange och Larsson, 1972).

Regular verbs ending in [id] were found by Berko and Garive (see above p 32) to be the last to be acquired. Of the three regular verbs in my test, visit was in Sk found to have the highest figure for types of errors, i.e. 36. (See Appendix E.) Repair and open had 19 and 16 respectively. The use of the infinitive instead of the past participle occurred as far as visit is concerned in 59 cases,

whereas repair had 7 such cases and open 21. As pointed out above, the reason for this could be that the learner had unconsciously formed the rule "when the stem ends in a dental, add no past time and past participle marker to the stem".

In Ak the pattern is not so striking as in Sk. The numbers of the types of errors were 31 (visit), 42 (repair), and 24 (open). On the other hand the uninflected infinitive used instead of the past participle occurred with visit 28 times, with repair 17 times, and with open 16 times.

In the written test there is only the verb visit which illustrates the treatment of the ending [id]. However, in the oral test there is a very similar result for the verb invite. There are thus only two verbs in my material with the ending [id]. On the other hand there are reactions from 424 pupils in the written test, and 240 in the oral test. On the basis of these facts one is justified in generalizing from the results, and in asserting that the Swedish school children evidently learnt the English past markers in the same order as native English children and the Urdu-speaking boys.

The infinitive is a form used by both English and Swedish children instead of a finite form of a main verb when they learn their first language.

There seems however, to be a marked difference between main verbs and the auxiliary be in this case, as be is not found in the infinitive in English children's initial production of native sentences. (Klima and Bellugi-Klima 1966, pp 183-208 and Brown and Fraser 1962, pp 335-371). There is also in my data a manifest discrepancy in the figures for the use of the uninflected infinitive in the auxiliary and in the main verb. The obvious dissimilarity in form between is, was, were, are, am, on the one hand and be on the other hand, could, of course, be a hindrance for the non-finite forms substituting the finite form, something which is not true of finite and non-finite forms of a main verb. Very probably, the character of be as a function word may also lead rather to omission than to incorrect forms. It should be stressed that no information

in the test papers could lead the pupils to use be, which is not true of the infinitive of the main verb. Anyhow, in the restricted use of the infinitival form of be English children learning English as their first language and Swedish children learning English as their second language display similar trends.

Been instead of a finite form of the auxiliary be also occurred in my material, though to a small extent. It is difficult to know if the pupils wanted to express the perfect tense as in "the cups have been put" when they wrote *the cups been put. In less careful language this is an error which native speakers also commit. Also, in certain combinations, it is not necessary in Swedish to use the auxiliary have in the perfect active and passive (Jag vet inte var kopparna blivit ställda).

All the three principal error types in the main verb discussed above occur when learners with genetically unrelated mother tongues learn English, as found by, for instance, Kerr (1969, p 11, Greek students), Arabski (1968, p 87, Polish students) and French (1970, Japanese, West African, Hawaiian, and Philippine students, among others). The errors in the cited works were yielded by very dissimilar tests, something which makes it impossible to blame them wholesale on test conditions. This seems to confirm that in language learning behaviour there are features which could rightly be termed "universals of learning" an expression coined by Nemser and Slama-Cazacu (1970, p 125).

5.1.3 On Errors in Number

The present and past forms in the third person singular and plural are distributed in the following way in Swedish and English:

	Singular	Plural	
Present tense	is	are	English
	är		Swedish

	Singular	Plural	
Past tense	was	were	English
	var		Swedish

Here constrastive analysis predictions would imply interlingual interference with the result that only the singular form of the target language would be used, and intralingual interference to the effect that the distribution of the singular and plural forms in the target language would be confused.

Singular Instead of Plural. The first of these two cases is illustrated in Table 12 which was set up to show to what extent the predicted deviations caused by interlingual interference did, in fact, materialize. The cumulative sum of the actual errors found within Class II for the verbs in question is the yardstick with which the unwanted singular forms instead of the plural are to be compared.

In Table 12 all the test items with the verb in the plural have been included except put. The reason for omitting put was that there was very little change in the result between the original and the adjusted figures (increase only ten). This again might have been actuated by the form of the stimulus sentence:
"Do you know where the cups are? - Yes, they _____ always _____ (put) in the cupboard."

Table 12. Errors Due to Interlingual Interference

Target Sentence	Predicted interference	Observed interference	Ak	Sk
1. The doors are normally opened ...	singular form of the auxiliary instead of plural	"is"	$18/98^{x}$	$54/168^{x}$
		"was"	$72/98^{x}$	$63/168^{x}$
			$90/98^{x}=91.8\%$	$117/168^{x}=69.6\%$
2. English, German and French are taught ...	"	"is"	$12/54^{x}$	$28/165^{x}$
		"was"	$18/54^{x}$	$7/165^{x}$
			$30/54^{x}=55.6\%$	$35/165^{x}=21.2\%$
3. The apples were stolen.	"	"is"	$19/104^{x}$	$12/185^{x}$
		"was"	$38/104^{x}$	$106/185^{x}$
			$57/104^{x}=54.8\%$	$118/185^{x}=63.8\%$
4. All sorts of noises are heard	"	"is"	$14/50^{x}$	$34/146^{x}$
		"was"	$24/50^{x}$	$54/146^{x}$
			$38/58^{x}=65.5\%$	$88/146^{x}=60.3\%$
5. I don't know where the best ones are sold	"	"is"	$47/75^{x}$	$52/103^{x}$
		"was"	$25/75^{x}$	$17/103^{x}$
			$52/75^{x}=69.3\%$	$69/103^{x}=67.0\%$
		In all	$267/381^{x}=70.1\%$	$427/767^{x}=55.7\%$
x = Total sum of errors within Class II for the test item/items in question		Total sum for "is"	$90/381^{x}=23.6\%$	$180/767^{x}=23.5\%$
		" " " "was"	$177/381^{x}=46.5\%$	$247/767^{x}=32.2\%$

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From Table 12 it can be seen that in more than half of the erroneous utterances (381 in Ak and 767 in Sk) there were infringements of the kind which contrastive analysis had predicted. The lowest percentage occurs in the same verb in both courses, that is, teach. The highes' percentage for deviations also occurs in the same verb, open, in the two courses. In the latter case the presence of was in the stimulus sentence could have influenced the response: "What was the girl doing?
She was waiting outside the school. The doors _____ normally _____ (open) by the caretaker, but today he was ill".

In brief, in the use of th· singular form instead of the plural, contrastive analysis has shown its predictive capacity.

Plural Instead of Singular. The second prediction about erroneous number in the verb dealt with intralingual interference. Table 13 shows that incorrect number in the auxiliary was not a unidirectional phenomenon. The singular could be used instead of the plural as well as the other way round. However, of these two types of deviation, incorrect plural instead of the singular is used much less in both courses. Besides, the figures are much lower in Ak than in Sk (were in 13.8% in Sk and 7.0% in Ak, are in 23.0% in Sk and 14.5% in Ak).

This observation was al· o made in the error analysis of the oral test. Evidently, the Ak pupils reduce the learning burden by quite simply ignoring the existence of are or were. The Sk pupils, on the other hand, conscious of the fact that there is a plural form beside the singular form, used it in the inappropriate place. Evidently, for Ak, ignorance was bliss.

5.1.4 On Errors in Tense

General. Uncertainty in the use of tenses is a phenomenon observed in analyses of errors based on the performance of learners with highly divergent linguistic backgrounds. So, for instance, in a survey of 300 letters in English written by college-educated Fi-

Table 13. Errors Due to Intralingual Interference

Target Sentence	Predicted interference	Observed interference Ak	Sk
But it was repaired last summer	.. were ..	3/60[x]	14/57[x]
It was spent with my family on Bornholm	.. were ..	9/88[x]	17/101[x]
No, it was paid for by my father	.. were ..	5/72[x]	4/129[x]
He was seen by all the others	.. were ..	1/33[x]	10/52[x]
Gösta Berlings saga was written in 1891	.. were ..	7/87[x]	7/86[x]
The house was built in 1851	.. were ..	3/60[x]	14/55[x]
		28/400[x]=7,0%	66/480[x]=13,8%
It is visited by many people	.. are ...	4/95[x]	14/127[x]
German is spoken in Germany	.. are ...	16/43[x]	38/99[x]
	In all	20/138[x]=14.5%	52/226[x]=23.0%

[x]Total sum of errors within Class II for the test item/items in question

lipinos, Castelo (1972) noticed that sequence and unity of tense in the verbs was a major difficulty (p 162). Edström (1973) in "Tense, Aspect and Modality: Problems in English for Swedish Students" declares that here are "some of the most troublesome areas for the foreign learner" (p 124). Drubig, when discussing the English produced by German secondary school pupils states that confusion about what tense to use is a frequent type of error (1972, pp 82-83). Finally, Engh, (1968a and b) found that when Swedish pupils wrote essays in German, erroneous decisions about what tense to use held position eight in the ranking list of types of errors among his younger subjects (aged 16) and position 16 among the older ones (aged 17). Engh thinks that the change might be due to a more developed sense of the semantic aspect expressed by tense in the older pupils. He also comments on the generality of errors in tense demonstrated in the written work of young Swedes, whether it be a question of production in the mother tongue or in German, English, or French (1968b, p 18).

In my classification of errors incorrect tense in Class II implies the use of the present tense instead of the past tense and conversely as only these two tenses could be used in the correct answers. In addition to these two tenses, the future was used twice and the perfect once in Sk. As there were no such cases in Ak, these rare occurrences did not occasion any special subclasses to be set up in the classification of errors. In the discussion hereafter, these three cases are not taken into consideration.

Present Tense For Past Tense. The English past tense in the passive is sometimes translated into Swedish with the present tense of the auxiliary and a past participle. This is the case with the verbs write and build. The differences between Swedish and English are shown in the following diagram:

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Expressing Past Tense

Periphrastic Passives	Huset blev byggt 1851	Huset är byggt 1851	Swedish
	The house was built in 1851		English

Contrastive analysis would here predict the use of the present tense in the auxiliary as a consequence of interlingual interference.

In Table 14, which shows to what extent the predictions about interlingual interference came true, it is readily apparent in the figures, which in three of the four cases surpass 50 per cent, that the predictive capacity of contrastive analysis has again come into evidence.

Table 14. Errors Due to Interlingual Interference

Target Sentence	Predicted interference	Observed interference Ak	Sk
The house was built in 1851	Use of the present tense of auxiliary instead of the past	$41/60^{x}=68.3\%$	$87/149^{x}=58.4\%$
Gösta Berlings saga was written in 1891	Use of the present tense of auxiliary instead of the past	$35/87^{x}=40.2\%$	$48/86^{x}=55.8\%$
		$76/147^{x}=51.7\%$	$135/235^{x}=57.4\%$

[x] Total sum of errors within Class II for the verb/verbs in question

"Was" instead of "is". The present tense is the first to be used in the elementary instruction of English in Sweden. It is also in general the most frequent tense in the English language.

Among verb frequency counts which give information on the respective frequency of the present and past tenses, George's Monographs (1963), Krámský (1969), and Ota (1963) can be mentioned. George's samples are from Chamber's Encyclopaedia, three novels, two plays, a travel book, five books of a popular, factual nature, two issues of an English newspaper, and the conversational section of MacCarthy's English Conversation Reader (1956). He has, in all, 108,783 verb forms. Krámský's article is based on a count of 7,550 verb forms and embraces excerpts from Dickens, Humphreys, Pinter, Arden, Beckett, and specialized texts. Ota's dissertation, finally, with 34,332 verb forms, gets its material from unrehearsed conversation on the radio, television scripts and formal writing. All three authors find that the present tense represents about 50 per cent and the past tense about 20 to 30 per cent of all verb forms. The past tense, however. was found to outstrip the present tense in fiction. So, for instance, Krámský arrived at 46.61 per cent for past tense forms in fiction whereas in colloquial style, i.e. news, plays, and conversation, the corresponding figure was 18.36 and in specialised texts 5.85. The figures for the present tense in these texts were 28.75, 50.58, and 62.82 (p 117). Similar results are mentioned by Ota (p 53).

In Table 12 which described the incorrect replacement of the plural form of the auxiliary by the singular, the past singular was found to have a kind of "imperial" position (E Ingram, p 44), that is, when a singular form appeared instead of are , it tended to become was . These findings caused a further analysis of how the test items with the present and past singular forms were treated by the testees. The result is summed up in Table 15 below.

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Table 15. Incorrect Tense of Auxiliary in the Singular

Target Sentence	Observed Error	Ak	Sk
But it was repaired last summer	.. is ..	30/60[x]	16/57[x]
It was spent with my family on Bornholm	.. is ..	22/88[x]	10/101[x]
No, it was paid for by my father	.. is ..	33/72[x]	50/129[x]
He was seen by all the others	.. is ..	12/33[x]	17/52[x]
		97/253[x]=38.3%	93/339[x]=27.4%
German is spoken in Germany	.. was ..	9/43[x]	6/99[x]
It is visited by many people on Sundays	.. was ..	53/127[x]	52/95[x]
		62/170[x]=36.5%	58/194[x]=29.9%

[x]Total sum of errors in Class II for the item/items in question

A study of Table 15 leads to the conclusion that in both courses there is great confusion about the correct use of the present and past tenses.

In Ak, the percentage of deviations is as usual higher than in Sk. The trend from Table 12 for was to supersede is has disappeared in both courses.

An explanation for was to appear at all instead of is, which after all is learnt before was, could be that in the kind of texts which the pupils study in the classes in question, fiction, and consequently the past tense, dominates. The tabulation below of the readers used in Sk and a rough appreciation of the prevail-

ing tenses in the individual units seem to make this explanation plausible. (The corresponding editions of the books used in Ak have in the main the same layout. The vocabulary is more limited and the progress less rapid, however.)

Book Used	Number of Units	Past Tense	Present Tense	Mixture of Tenses
Mellgren-Walker: This Way	28	20	7	1
Ashton-Heldén: Out and About	20	8	1	11 (past tense prevailing in 7, present in 2)
Hedström-Owen: I Like English	18	14	2	2
Sondelius-Axelsson-Eiding: Hallo Everybody	36	20	12	4

5.2 Errors in Class III

English-speaking children "tend to identify the first noun of a sentence with the agent/actor function and consequently misunderstand passive constructions with some regularity up to about the age of ten" (E Ingram, 1974, p 56). When my subjects used the active and the progressive form in a passive sentence they were under the same delusion. Here we find a parallel between the acquisition of language one and language two.

5.2.1 The Progressive instead of the Passive

The distribution of progressive forms instead of passives in the two courses can be studied below. Only existing constructions of the progressive have been included.

Ak	Raw Figure of Error Occurrence	Rank Order of Type of Error	Per cent of Total Sum of Errors (2,352)
Is + ing-form	85	6	3.61
was + ing-form	76	8	3.23
are + ing-form	25	22	1.06
were + ing-form	6	32	0.26
am + ing-form	2	40	0.09
	194		

Sk			Per cent of Total Sum of Errors (3,584)
is + ing-form	77	8	2.15
was + ing-form	73	9	2.04
are + ing-form	53	13	1.48
were + ing-form	9	27	0.25
Will be + ing-form	1	36	0.03
	213		

The rank order between the above forms of the progressive is very similar in Ak and Sk. It is, by the way, worthy of note that the plural forms of the auxiliary which were earlier found to be more frequent in Sk than in Ak continue to be so.

Confusion as to the use of the past and present participles seems to occur whatever the linguistic background of the learner may be. Kerr (1969) quotes his Greek students as saying *We are helping/are helped/ by science (p 11), Dušková (1969) finds this deviation among Czech students learning English (p 21), and Burt and Kiparsky (The Gooficon 1972) who base their repair manual for English on errors committed by students originating from all the world, quote the example *The hymn was singing/was sung/ so beautiful (p 44).

Beside muddled notions in general about when to use the progressive, the exaggerated use of it can also have its source in the more conscious effort to sound "English". This is a phenomenon

remarked upon by Nickel (1973) when discussing Germans talking English (p 159) and Edström (1973). In the latter case the discussion deals with English produced by Swedish university students (p 129). The predilection for syntactic forms not existing in the mother-tongue is, incidentally, also remarked upon by Schwartz (1971), who in his doctoral dissertation states that just such forms are often used excessively by Swedish university students of French (p 80).

Besides the wish to sound authentic, the immoderate recourse to the progressive form could be caused by learning priority, as it is introduced much earlier in the instruction than the passive voice. In Sweden, where tuition in English starts when the pupils are nine, most first year books introduce the progressive form. The instruction then consists of 20 minutes of English four times a week.

George (1972) mentions another reason for the undue appearance of the progressive form. As there is no exact correspondence in many languages to this construction, it must be thoroughly introduced and practised. George stresses that in such a case the learner will expect his efforts to be rewarded by not too restricted opportunities to use what he has learnt (p 59). The progressive form is not, however, a very frequent phenomenon in the English language. George found in his material 1,855 occurrences of present and past progressives, which forms 1.71 per cent of the 108,783 verb forms included in his material (Monograph 2, p 20).

It is a pedagogical practice to drill the simple present in contexts which include time adverbials such as every day, often, and so on. The progressive form, on the other hand, is drilled together with the time adverb now. To test the soundness of this principle George scanned all sentences containing the adverb now in his material. He found that the simple present was used in 95.4 per cent of the sentences in question and the present progressive in 4.6 per cent only. An additional frequency count based on an Enid Blyton school tale and an English Primary School reader gave similar results. (Monograph 2, p 6.) These findings

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give ample scope for reconsideration of the sequencing of the teaching material in Sweden.

The overall figures for the use of the progressive form are corroborated by Ota (p 53). (See Table 16 below.) In formal writing (W) it represented 2.3 per cent of the material. In radio conversations (R) it reached 5.7 per cent and in television scripts (TV) 8 per cent.

Table 16. Distribution of the Verb Forms

Verb Forms	R		TV		W		Total	
	Freq	%	Freq	%	Freq	%	Freq	%
Simple present	5,337	65.1	4,146	63.6	644	26.4	10,127	59.0
Simple past	1,110	13.5	1,508	23.1	1,428	58.5	4,046	23.6
Present perfect	591	7.2	166	2.5	66	2.7	823	4.8
Past perfect	47	0.6	15	0.2	84	3.4	146	0.9
Present progress.	362	4.4	416	6.4	24	0.9	802	4.7
Past progressive	66	0.8	69	1.1	27	1.1	162	0.9
Present perfect progressive	39	0.5	35	0.5	3	0.1	77	0.4
Past perfect progressive	2	0.02	0	0	4	0.2	6	0.0
Passive	647	7.9	168	2.6	162	6.6	977	5.7
Total	8,201		6,523		2,442		17,166	

Contrastive analysis predicts that structures with no correspondence in the mother tongue will cause difficulties. As far as the progressive form, which has no direct correspondence in Swedish, is concerned, the predictions proved valid. In all, there are 407 utterances containing a correct formation of the progressive instead of the passive voice. If the incorrect formations of the progressive are counted, and ing-forms without any auxiliary, the figure reaches 556 occurrences. Consequently, about one eighth of the 3,970 erroneous utterances which my data consist of contains a progressive form out of place contextually.

Besides intralingual interference, the incorrect use of the progressive form can, as discussed on the previous pages, be traced to the following causes:

1. Mistaking the first noun mentioned for the instigator of the action.
2. Learning priority.
3. Undue emphasis on the progressive as a useful expressive device.
4. A wish to sound more genuine makes the learner overuse the progressive form.
5. Intricate shades of meaning in the progressive can complicate the mastery of it, and this leads to general uncertainty of when it could be employed.

Errors under No 1 represent a state of low command of the language, and characterize learners of a first language as well as of a second language. Qualities in the design of the course are responsible for errors under No:s 2 and 3, whereas learning universals seem to be at work when errors are attributable to No 4. No 5 implies that qualities inherent in the material to be learnt influence the learning process.

The Progressive Form Without the Copula. Omission of the auxiliary in the progressive form occurred in Sk twice, while in Ak it was found on 40 occasions.

A tendency to omit be in the progressive is mentioned in the studies by error analysts, for instance, Richards (1971) *The industry growing fast (p 215) and Burt-Kiparsky (1972) *He singing too loudly (p 31). It should, however, be remembered that the mother tongue of many of the students on whom Richards and Burt-Kiparsky base their observations does not possess a copula, in which case it would be more natural to omit the copula in English, too.

George (1972) finds several explanations for the non-occurrence of the copula. First, he states that a main verb in the ing-form "occurs far more frequently in an attributive position (e.g. a smiling face) than in a predicative position" (p 115).

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Another reason for the student to make false generalizations about what he hears is the very common question type the teacher uses: "What is he doing?" "What is he buying?" The learner who hears the constellation of "he doing", "he buying" has plenty of opportunities to internalize the use of the progressive without the copula.

The habit of many instructional courses of introducing contracted forms of the auxiliaries does not make things easier for a learner. The students hear /s/, /z/, or /iz/ for is, and /ɔr/, /r/, or /ɔ/ for are. It is little wonder if he has difficulties in discerning the underlying pattern for the divergent realizations of the auxiliary, and still less wonder if he should consider it doubtful if his efforts will pay off, all the more so as he will soon discover that a form of be is redundant in most cases, that is, he can make himself perfectly understood without using it.

When a child with English as its first language learns to speak, the auxiliary be is also omitted (Bellugi 1971, p 96). In this fact there is thus support for the contention that first language acquisition has mechanisms in common with second language acquisition.

To sum up, the omission of the copula can be attributable to:

1. Teaching strategies
2. Learning strategies
3. Qualities in the material to be learnt (different realizations)

5.2.2 The Simple Present and Past Tense Instead of the Passive Voice

As will be remembered, the use of the infinitive instead of the passive voice was the most frequent type of error in Ak, whereas it occupied position 16 in Sk (129 and 32 occurrences respectively). The use of the simple past tense instead of the passive voice occurred 81 times in Ak and 54 in Sk. If the regular inflection of an irregular verb in the past is added, the corresponding figures in Ak and Sk amount to 151 and 70.

The Apples Steals By the Thieves. In the Swedish present tense there is an r-ending which extends to all persons. My subjects could, by analogy with the Swedish language, have been led to apply the English third person s-ending to all persons in the present tense in English. This type of deviation representing interlingual interference, can be predicted by contrastive analysis. In this case, as in many other cases in my data, it is, however, difficult to state in certain terms which one of several possibilities was the cause or origin of an individual deviation. As the test, from which the errors under study are drawn, deals with the passive voice, it may be most natural to try to trace incorrectly used s-endings back to the influence of the Swedish s-passive. A misapplied s could also be due to overgeneralization of the English s-ending, that is, intralingual interference.

The Museum Visits By Many People. The Swedish passive voice can in general be expressed either by an -s added to the main verb or through the auxiliaries bli and vara added to the past participle of the main verb. The diagram below shows how Swedish and English compare:

He was killed		English
Han dödades	Han blev dödad	Swedish

The Swede thus has only one form to learn in English, which must be easier than contrariwise.

According to contrastive analysis a transfer of the s-passive into English can be expected when a Swede speaks English. Below follows a presentation of the different s-occurrences in the two courses.

Survey of Misapplications of s-endings. Ak. N = 168

Correct form of "be" + infinitive + s	32
Incorrect form of "be" + infinitive + s	23
Incorrect form of "be" + past participle + s	4
Correct form of "be" + past participle + s	2
Incorrect form of "be" + irregular past tense + s	3
Correct form of "be" + irregular past tense + s	2
Did + spoks	2
Can + infinitive + s	2
Does + infinitive + s	2
Do + infinitive + s	3
Have + infinitive + s	2
Ist + infinitive + s	1
Has + infinitive + s	1
Irregular past tense + s	1
Correct form of "be" + remaining incorrect forms of main verb + s	1
	81

The list above shows that this particular type of error is not very common. It is also clear that it is more frequently found with infinitives than with past participles. The list shows considerable confusion about how to construct verbal forms. The confusion is all the more striking if we consider that all these different attempts should express the passive voice.

Survey of Misapplications of s-endings. Sk. N = 256

Correct form of "be" + past participle + s	6
Incorrect form of "be" + past participle + s	6
Can + infinitive + s	6
Incorrect form of "be" + infinitive + s	6
Have + infinitive + s	3
Had + infinitive + s	3
Incorrect form of "be" + irregular past tense form of main verb + s	2
Will + infinitive + s	2
Does + infinitive + s	2
Can + past participle + s	2
Correct form of "be" + incorrect past participle + s	1
Hadn't + infinitive + s	1
Will + past participle + s	1
	41

There are about twice as many misapplications of the s-ending in Ak as in Sk. In Sk, as in Ak, however, the s-endings are most frequently added to the infinitive. Cases with the s added to the past participle are more numerous in Sk than in Ak.

Misapplications of the s-ending are not infrequent among errors listed by Richards (1971), *He is walks, *She cannot goes, *He did not asks me (pp 214-215). As his subjects differ widely as to first languages, it must be assumed that this type of error is an overgeneralization of the English s-ending in the third person singular of the verb. Hardly any errors, however, implying the addition of an s to a past tense form or to a past participle have come to my attention in lists of errors in English committed by non-Swedish learners. It seems that these errors are language specific and traceable to the Swedish s-passive where the s can be added to the past tense and past participle forms. Non-Swedish learners could be expected to overgeneralize the English 3rd person s by adding it to the

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infinitive, that is, not to the past tense or past participle, and this is also what happened.

Since the two ways of expressing the passive in Swedish are not quite interchangable, I scanned the result for the test items containing the verbs hear, spend, sell, teach, and speak, as only the s-passive is acceptable in the Swedish translations of these items. Furthermore I only included constructions closely resembling the Swedish, that is, those with the s-ending added to the present or past tense or the auxiliary can followed by an infinitive plus s. Table 17 presents the result.

It can be no coincidence that among the five particular test items mentioned above, that is, those which take the s-passive only, the figures for the s-ending are high as compared to the rest. The result for item 10 with 12 s-forms in Ak as well as in Sk is particularly striking. Another interesting case is item 13. Here the Swedish form is structurally as well as phonetically very similar to the English (sells: säljs).

The result in Table 17 allows me to argue conclusively that even if very probably overgeneralization, that is, intralingual interference, is at work in many cases in the generous application of s-endings, interlingual interference is also responsible for some errors of this type in my Swedish data.

5.3 Marginalia

Some types of deviations "appear to be of small value since the conclusions that can be drawn from them, if any, apply to one particular learner and unless some system can be discovered in them, they are of little value even in the case of the learner who commits them" (Dušková 1969, p 16). To such deviations belong single or combined anomalous words employed by my subjects to express the passive voice. Instances are *well sell /are sold/, *seende /was seen/, *touch /are taught/, *know puten /are put/. There were 89 occurrences of this type in Ak

Table 17. Occurrences of certain Active Verb Forms + s Traceable to Influence from the Swedish s-passive

Target Sentence	Predicted Error (Active form instead of passive form)	Number of Observed Errors Ak	Sk
1. It is visited by many people ..	The museum visits .. (Sw. besöks)[x]	5	1
2. But it was repaired last summer	It repairs .. (Sw. repareras)	3	0
3. The doors are normally opened		0	0
4. The cups are put in the cupboard	The cups puts ... (Sw. ställs)	2	0
5. It was spent with my family ...	It spends ... (Sw. tillbringas)	2	2
6. English, German, and French are taught	English, German, and French teachs, can teachs (Sw. studeras, kan studeras)	2	1
7. All the apples were stolen..	All the apples steals .. (Sw. stjäls, stals)	2	0
8. No, it was paid for by my father	It pays .... (Sw. betalas)	2	0
9. All sorts of noises are heard ...	All sorts of noises hears, can hears (Sw. hörs, kan höras)	6	5
10. German is spoken in Germany	German speaks ... (Sw. talas)	12	12
11. Gösta Berlings saga was written	It writes (Sw. skrivs)	2	0
12. He was seen by all the others	He saws ... (Sw. sågs)	1	0
13. I don't know where the best ones are sold	... where the best ones sells (Sw. säljs)	7	1
14. No, it was built in 1851	It builds ... (Sw. det byggs)	1	0
		47	22

[x] The Swedish corresponding s-passive is found within brackets

The figures for the items where in Swedish only the s-passive is possible have been underlined.

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and 22 in Sk.

The deviation mentioned above shows great bewilderment in the handling of the English language, and could be expected to appear in Ak to a greater extent than in Sk. A good grasp of the language is, on the other hand, evident in a correct reformulation of the passive test sentences into their active correspondences. One might have surmised that there should be more such paraphrasing in Sk than in Ak. In reality, the opposite occurred. Perhaps Ak had a hunch about what was to be expressed and used the more familiar active voice as the vehicle of the message. Anyhow, 26 such reformulations appeared in Sk and 45 in Ak. There was, however, only one acceptable reply and that belonged to Sk: "Yes, they always put them in the cupboard" (target: Yes, they are always put in the cupboard). The prime trouble-spot in the remaining answers was word order as exemplified in *All sorts of noises I heard (heared I) in this house at night (target: All sorts of noises are heard in this house at night). The interesting but inexplicable point in these attempts is that they are concentrated on the same verbs (hear, spend and teach) in the two courses.

In a paper entitled "The Insufficiency of Error Analysis" Hammarberg (1973) argues that errors which characteristically do not emerge should be given as much attention as those which do occur (p 29). An illustration of characteristic non-errors is in my material the irregular inflection of regular verbs which occurs only twice: *visiten (in Sk) and *repairen (in Ak). The rarity of this type of deviation is just as typical of learner strategies as the overuse of the regular pattern, and emphatically stresses the strength of Hammarberg's argument.

It is a recurrent phenomenon that learners of English as a foreign language mark the pastness of the verb twice. Richards (1971) quotes as an instance of this *He did not found (p 214) and Kerr *He did not faced (p 11). In my data I have among

other examples *He did saw (Ak and Sk). In single verb forms tense markers can also be used redundantly as instanced in my data by *hearded, *payded, *speakted, *sawed, and *visitited. (These deviations have been subsumed under the heading "Remaining incorrect formations of main verb" B and C).

The latter deviance is discussed by Menyak as typical of children's grammar. As examples she gives *He liketed the game (1963, p 432) and *She splashted herself (1969, p 416). When English is a second or foreign language, this deviation also emerges, for instance in Garvie's data (p 86).

Here again, we thus have characteristic traits in learner behaviour, whether it be a question of a first, second, or foreign language, whether the language is picked up from the surroundings or formally studied, and irrespective of the age of the learner.

Uncertainty about the use of tenses was apparent in my data, as could be seen from Tables 12 and 15. It also emerges in the handling of the modals. Here, too, the universality of a pattern of error is evident. I have in my material *The house should repaired last summer, *French, German, and English can taught in Swedish schools, *It must paid for by my father. Richards (1971) quotes *We must worked hard, *We can took him out, *They would became, and Bilinć (1971) (subjects Serbo-Croatian students learning English) *I can remembered only some phrases from this (p 47).

The test items in the written test could not, correctly answered, occasion any negated replies. Nevertheless, there were a few responses including not. In Sk this happened only twice: *He don't seen /was seen/ by all the others and *It hadn't pays /was paid/ by my father. In Ak, there were 12 negative responses, among others, *He didn't see't, /was seen/ by all the others, *The house shouldn't repaired /was repaired/, last summer, *The house don't repaired /was repaired/ last summer. The great confusion vis-à-vis the linguistic material

met with an Ak earlier is here further substantiated.

In Tran´s (1972) data the study of another foreign language was found to interfere to a certain extent with the acquisition of Spanish by English-speaking Canadians (p 22). Dušková (1969) also mentions that in her Czech subjects´ production of English the influence from other languages which the students´ had learnt was discernible. I had in my data two instances of the German form "ist" which shows that for my pupils, at least, the German or French languages, of which they could choose to study one, was not a very potent source of interference.

6 SUMMARY

The major findings in the present research undertaking based on an analysis of errors yielded by a written test can be summed up as follows:

Observations on Types and Frequencies of Errors

a) The types and frequencies of errors were more numerous in Ak than in Sk. There were also more errors in Ak of the kind hypothesized to impair communication to a high degree. This result establishes that the two courses were at different levels of proficiency.

b) The recurrent errors were more frequent than the non-recurrent errors. This fact indicates a systematic pattern in the pupils' linguistic production.

Observed Differences in the Treatment of Regular and Irregular Verbs

a) There were more correct responses for the test items containing the regular verbs than for those containing the irregular verbs.

b) The regular verbs gave rise to fewer types and lower frequencies of errors. The types of errors were, besides, of a less serious character for the regular than for the irregular verbs.

Errors Predicted According to the Contrastive Analysis Hypothesis

a) The incorrect use of <u>were</u> instead of <u>was</u> - a sign of intralingual interference. Conversely, the incorrect use of <u>was</u> instead of <u>were</u> - a indication of interlingual interference.

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	b) A transfer of the Swedish s-passive traceable in the formation of English passive sentences.
	c) Intralingual interference seen in 1) the use of the progressive form instead of the passive voice, 2) the use of the infinitive instead of the past participle, 3) the application of incorrect irregular patterns in the inflection of the irregular verbs.
Learner Characteristics	a) The use of the uninflected infinitive instead of a properly tensed and inflected form of the verb.
	b) Mistaking the first noun mentioned for the actor of the sentence.
	c) Ability to notice and acquire regular patterns.
	d) Difficulties with the tenses of the verb.
Observed Sources of Errors in the Teaching Material and the Teaching Methods	a) A too early introduction of the progressive form and undue stress of its usefulness.
	b) Too intensive and misapplied pattern practice.

6.1 INTELLIGIBILITY - A Study of Errors and Their Importance

In INTELLIGIBILITY - A Study of Errors and Their Importance an oral test was found to yield very similar results to those enumerated above. Both studies imply the use of a very small amount of material, they both deal with the same grammatical problem, that is, the passive voice, they were constructed in a similar way, and the subjects were the same. In both studies some of the errors might be due to artifacts of the testing conditions. Nevertheless, the similarity of the outcome of the oral and written tests makes it possible to state that these two studies map the characteristic

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learner behaviour of this age-group of Swedes, when they learn English in a formal classroom situation. Parallels drawn between my results and studies on child language as well as analyses of errors committed by adults with differing first languages indicate that some phenomena in my subjects' production could be identified as universal learning behaviour.

Differences in the results of the oral and written tests also exist. The written test undeniably yields more information on the great confusion as to the tensing of the verbs. This might be due to the fact that two tenses should be used in the correct responses to the written test, whereas only one tense was intended to be used in the oral test. There were also proportionately more types of errors in the written test (108 and 84 in Ak and Sk respectively while there were only 47 and 40 types of errors in the oral test). As my subjects had, relatively speaking, more time at their disposal for the written test than for the oral, it seems that this extra time for consideration made matters worse.

6.2 The Three Main Causes of Deviations

In Tables 18 to 21 are listed the three main causes of deviations in my data. Admittedly, the borderlines between the different designations are not watertight. Thus the regularization of the irregular pattern in verb inflection is due to intralingual interference, but it is also a learner characteristic. The s-ending added to the verb is here considered to be conditioned both by the s-passive in Swedish and by overgeneralization of the s in the 3rd person singular in English. Consequently, it has been subsumed under the two headings Intralingual interference and Interlingual interference. However, one might also regard the s added to the main verb as a learner characteristic, i.e, incapacity to interpret or express a subject as the person or object being acted upon.

In the survey in Tables 18-21 mention has been made of what table the figures derive from. As will be noticed, the original figure for errors in number given in Tables 8 and 10 (pp 37-38) has

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been split up in the surveys in Tables 18 - 20) under the headings Intralingual and Interlingual interference. As only pure deviations in number have been incorporated (that is, combinations of tense and number were not included) the figures are lower than in Tables 8 and 10. The proportions within and between the courses are the same, however.

The subsets under Learner characteristics are valid for learners of a second language whether they be children or grown-ups and whether they have received formal instruction or learnt the language "in the street", and also for children learning their first language, as is evident in my discussion of what error analysts and child language researchers have observed.

6.3 Rank Order of the Causes of Deviation

There were in all 2,435 deviations in Ak and 2,541 in Sk. 2,190 deviations in Ak and 2,322 in Sk have been discussed up to now. The comparatively high figure for errors in Sk, where the pupils should have a better grasp of the language than the Ak-pupils, may be traced to the fact that there were fewer omissions in Sk than in Ak and consequently a greater number of utterances in which to find errors.

Below are tabulated the deviations attributable to intralingual and interlingual interference and to learner characteristics. The types of deviations have been arranged hierarchically.

Table 18. Deviations Due to Intralingual Interference Hierarchically Listed. Ak. N = 168

	Raw figure	Percentage based on 2,190
No 1. Use of progressive form instead of passive voice	297	=13.6 per cent
No 2. Regular inflection of irregular verb (see Table 9)	260	=11.9 per cent
No 3. Irregular verbs with inaccuracies other than regular inflection and regular verbs with anomalous past participles after auxiliary (See Table 9)	250	=11.4 per cent
No 4. Use of infinitive instead of past participle after auxiliary (See Table 9)	212	= 9.7 per cent
No 5. Plural of auxiliary instead of singular (See Table 13)	48	= 2.2 per cent
No 6. Overgeneralization of 3rd person singular s (See Table 17 and p 58, 81 ./. 47 = 34)	34	= 1.6 per cent
	1,101	=50.3 per cent

Table 19. Deviations Due to Intralingual Interference Hierarchically Listed. Sk. N = 256

	Raw figure	Percentage based on 2,322
No 1. Regular inflection of irregular verb (Table 11)	393	=16.9 per cent
No 2. Irregular verbs and regular verbs with incorrect past participles after auxiliary (Table 11)	286	=12.3 per cent
No 3. Use of progressive form instead of passive voice	259	=11.2 per cent
No 4. Use of infinitive instead of past participle after auxiliary (Table 11)	231	= 9.9 per cent
No 5. Plural of auxiliary instead of singular (Table 13)	118	= 5.1 per cent
No 6. Overgeneralization of 3rd person singular s (See Table 17 and p 59, 41 ./. 22 = 19)	19	= 0.8 per cent
	1,306	=56.2 per cent

Table 20. Deviations Due to Interlingual Interference Hierarchically Listed. Ak. N = 168. Sk. N = 256

	Raw figure	Ak Percentage based on 2,190	Raw figure	Sk Percentage based on 2,322
No 1. Singular form of auxiliary instead of plural (see Table 12)	267	=12.2%	427	=18.4%
No 2. Is written, built instead of was written, built (See Table 14)	76	= 3.5%	135	= 5.8%
No 3. Transfer of the Swedish s-passive (See Table 17)	47	= 2.1%	22	= 0.9%
	390	=17.8%	584	=25.2%

Table 21. Deviations Due to Learner Characteristics Hierarchically Listed. Ak. N = 168. Sk. N = 256

	Raw figure	Ak Percentage based on 2,190	Raw figure	Sk Percentage based on 2,322
No 1. Uncertainty in the use of tenses (Table 15)	316	=14.4%	304	=13.1%
No 2. Mistaking the subject for the actor (i.e. using the simple past)	151	= 6.9%	70	= 3.0%
No 3. Uninflected infinitive only	129	= 5.9%	32	= 1.4%
	596	=27.2%	406	=17.5%

6.3.1 On the Rank Order

Intralingual interference is far and away the most productive source of error in my data. This fact is evident in both courses. Nemser (1971) expresses the opinion that intralingual interference is more common in later stages of foreign language acquisition, whereas interlingual interference would prevail at earlier stages (p 119). My subjects were at an intermediary stage, and in this respect verify Nemser's tenet. Carlbom also found in her data that in the positioning of subject and verb, intralingual interference was slightly more common than interlingual interference (p 37), and so did Semano (see above p 27).

Within the heading Intralingual interference the rank order of the individual deviations is not identical in the two courses. The disparity is not great, however, as proved by the fact that the identical deviations have the three lowest positions. The correlation calculated for the two groups proved to be .83.

Regular inflection of the irregular verb was the most frequent deviation caused by intralingual interference in Sk, whereas in Ak, the use of the progressive form instead of the passive voice held first position. This difference between the courses in indicative of the Ak-pupils' greater bewilderment in front of the linguistic material they have met in the instruction.

The ranking order of the deviations is identical within Interlingual interference and Learner characteristics. Between the courses the totals are, on the other hand, reversed, so that in Sk Interlingual interference has the highest result whereas in Ak Learner characteristics leads the two headings.

In view of the results arrived at by Engh (discussed above on p 47) it is instructive to see that uncertainty in the use of tenses subsumed under Learner characteristics was about the same hurdle in Ak as in Sk. Engh found that his more advanced subjects dealt with tenses more successfully than the less advanced ones, as will be remembered.

The sum total for Learner characteristics is higher in Ak than in Sk. This is to be expected as the pupils in Ak are at a lower

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stage of mastery of the language than those in Sk. Consequently there should be more manifestations of initial learning processes in Ak than in Sk and that was also the case.

Deviations due to interlingual interference are more numerous in Sk than in Ak. Two of the three deviations due to such transfers emerge in the auxiliary. As Sk made more attempts than Ak at expressing the passive voice with the auxiliary be and a past participle, Sk pupils also had more opportunities than Ak pupils to err in number and tense of the auxiliary. This may be the explanation for their higher figures for interlingual interference.

6.4 Discussion

In the introductory chapter before the qualitative analysis of the errors, I drew up a multifaceted approach in order to establish the genesis of the separate aberrations. This line of action was supported by the findings of the contrastivists and error analysts quoted. Also, the result of my analysis justifies this approach.

I find that contrastive analysis has substantiated its claims to predict errors. I also find error analysis necessary. There was no possibility for contrastive analysis to predict or explain some preposterous formations produced by my pupils. Carlbom (1973) found that contrastive analysis in some cases dealt with the errors her university students committed to almost 100 per cent. Possibly, error analysis is more indispensable at lower stages of language control, whereas contrastive analysis is more effective with mature learners with rule systems in less of a state of flux. So, for instance, Carlbom's 769 students committed only 11 different types of word order errors amounting in all to 732 erroneous versions. In my study only one grammatical point was at issue, too, that is, the passive voice. My 424 subjects had, however, 67 different suggestions in common about how to express the verbal part of the sentence. Furthermore, Ak had 41 types of error and Sk 17 occurring only within the

respective course. In all, my data consisted of 3.970 incorrect utterances. A comparison with Carlbom's figures makes this result stand out.

To sum up, I have arrived at the same conclusion as Yarmohammadi (1973): "... contrastive analysis is a very important tool in diagnosing potential learning difficulties. Error analysis is crucial in mapping the entire area of learning problems and quantifying the degree of difficulty for each problem" (p 368).

Dulay and Burt (1972) argued that second language acquisition was an identical process to first language acquisition. I think that in view of my results and those of many others (e.g. Cook 1969, Garvie 1972, Ervin-Tripp 1972) the first two postulations they set up are on the whole acceptable (citations on p 49 above). The language lerarner, whether a child or a grown-up, has certain mental equipment, and he actively organizes the linguistic material he is exposed to. However, the third tenet cannot possibly be agreed with. The influence the source language exercises on the target language cannot be explained away. In this respect first and second language acquisition are different. The second language learner also differs from the small child learning its first language. He has a greater span of memory, more developed abilities as far as concept formation is concerned, and more experience in acquiring skills in general, which means that the learning process must be partly dissimilar.

Deviations due to teaching strategies and teaching materials have no heading of their own. In the appearance of the many unwanted ing-forms it was clear that these two factors were active in engendering errors, too.

6.5 Correlations Between Types of Errors and Category of Learner

According to Nemser (1971) the learner of a foreign language passes through successive systems characterized by an increasing degree of approximation to the target language. Longitudinal studies would be called for to reveal such systems. My experi-

ment only allows for two stages to be investigated in the written test; the stage prevailing on the pre-test and that of the post-test occasion. (There were six lessons of experimental instruction in-between).

Quite a few studies comparing the types of errors committed by learners of high proficiency in the target language to those committed by learners of low proficiency have failed in establishing such systematic stages (e.g. Johansson 1973, and Carlbom 1972).

My data revealed that Ak committed more errors of a serious type than Sk. This finding, however, which refers to the proficiency of the groups as entities, need not be true of the individual, that is, the Ak-pupils with no correct responses at all may very well have committed errors of a less serious type only, whereas the Ak-pupil with ten responses correct out of the 14 test items may have errors of a serious type only.

There are in my data quite a few facts which indicate that the two courses were set at different levels of proficiency in English. The difference, is, however, rather quantitative than qualitative, that is, it does not imply fixed dissimilar systems. The rank order of the 14 verbs in the test items, which in two different computations varied between .83 and .87 testifies to the fact that the two courses had similar difficulties with the test items. So does the rank order for difficulties within the main verb, which was identical (Tables 9 and 11). Also, in both courses, the non-finite form of the auxiliary held the lowest position for deviations in the auxiliary. Indisputably, Ak commits more errors than Sk. The errors in Ak are also less methodical than in Sk. Nevertheless, I would, instead of different systematic stages in the two courses, rather speak of two different stages of instability in the mastery of the English language.

7 CLOSING REMARKS

The attitude to errors in modern language instruction is that they had better be avoided. The reason for this is the belief that if an error is allowed to appear or is left without correction, the learner could internalize incorrect habits of expression. Imitation drills and pattern practice are the weapons the teacher uses in trying to fight the appearance of errors. There are signs that these procedures have doubtful or no effects. The regular inflection of irregular verbs, for instance, emerges in spite of the fact that the learners have heard and imitated only the correct irregular forms. Middle class parents tend to expand in more correct and complete form the small child´s utterances to about 30 per cent. Most probably, corrections, if they occur, refer more to the content of the utterance than to its form. (McNeill 1970, p 109.) Nevertheless, the children learn in due time to use the grammatical system correctly. As it is evident in the linguistic production of both children and adults that they actively recreate what they hear, there is strong cause for Cook´s (1973) suggestion: "... the second language teaching technique of repetition may prove more effective if it takes advantage of this rather than suppresses it, possibly by permitting the student to be much freer in his repetitions than is at present the custom" (p 22).

I have advocated earlier (1973) a lenient attitude to grammatical errors (p159) in modern language instruction. There are two reasons for this stance: First, my analysis of errors based on two different tests seems to confirm that errors may constitute a way of learning instead of an obstacle to learning. Secondly, my informant studies (1972) indicate that errors do not disrupt communication to any high degree, and communication is, after all, the ultimate goal of foreign language instruction in Sweden.

My experiments on analyses of errors comprise a very small amount of material. A restricted material is an asset, however, from the point of view that it makes a description on a delicate level possible. My description may supply what Wardhaugh

(1971) in a review calls "snippets of information" (p 245), but according to Di Pietro (1974) this verdict can, after all, also be levelled at linguistics in general (p 69).

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APPENDIX A

The Written Test

GUME-projektet 5
Lärarhögskolan i Göteborg
Margareta Olsson

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Prov 5

1. What is your name?

   I _____ _____ (call) Piggy by my friends.

2. Did you walk home yesterday?

   No, I _____ _____ (take) home by my cousin.

3. Do you know where the cups are?

   Yes, they _____ always _____ (put) in the cupboard.

4. Where did you spend your holiday?

   It _____ _____ (spend) with my family on Bornholm.

5. Can you study foreign languages in Swedish schools?

   Yes, English, German, and French _____ _____ (teach) in Swedish schools.

6. Did the children take any apples?

   No, all the apples _____ _____ (steal) by the thieves.

7. Had you enough money for the bicycle?

   No, it _____ _____ (pay) for by my father.

8. Did you hear a noise in your room last night?

   No, but all sorts of noises _____ _____ (hear) in this house at night.

9. Does anybody visit that old museum?

   Yes, it _____ _____ (visit) by many people on Sundays.

10. Shouldn´t we repair the house next summer?

    But it _____ _____ (repair) last summer.

(Skrivningen fortsätter på nästa sida)

11. Do the French speak German?

    The French speak French. German _____ _____ (speak)

    in Germany.

12. What was the girl doing outside the school?

    She was waiting. The doors _____ normally _____ (open)

    by the caretaker, but today he was ill.

13. Do you know when Selma Lagerlöf wrote Gösta Berlings saga?

    Gösta Berlings saga ____ _____ (write) in 1891.

14. Didn´t you see the boy?

    I didn´t see the boy, but he ____ _____ (see) by all the others.

15. What are you going to wear at the party?

    I want a new dress, but I don´t know where the best ones

    _____ _____ (sell).

17. Is this a new house?

    No, it _____ _____ (build) in 1851.

S L U T

VÄND INTE BLAD FÖRRÄN DU BLIR TILLSAGD!

APPENDIX B

Classification Model for the Pupils' Errors

CLASSIFICATION MODEL FOR THE PUPILS' ERRORS

I. Correct Formation of the Passive Voice
(Includes: Opend, paied, payd, stoalen, repaird)

II. Be + a Past Participle but With Inaccuracies in the Construction

A. Incorrect Auxiliary
(abbr. ia)
(a) number
(b) tense
(c) non-finite forms (ben)
(d) number and tense
(e) wear, vase, war, wach

Correct Main Verb
(abbr. cv)
(Includes: Buildt, spendt)

B. Correct Auxiliary
(abbr. ca)

Incorrect Main Verb
(abbr. iv)
(a) regular inflection of irregular verbs
(e.g., putted, puttid, heared, payed, steald)

(b) irregular inflection of regular verbs
(e.g., repairen)

(c) remainder
(e.g., visitited, pepaired, repaid, repared, repavived, reaired, repeared, repierd, opend, puted, puten, putten, putit, teacht, thought, tought, touch teacic, tauth, thaught, teachen, teacher, tected, techer, tach, speld, stolled, steel, stolden, stoolen, stealen, stollen, stold, stealet, solden, stald, paided, payen, hearen, hearded, heart, spook, spooken, spok, spoked, speakte, wrotten, wroten, sawn, sawed, sawen, seened, seld, solden, buidt, buil, vistit, visitor)

B. Correct Auxiliary (cont)

Incorrect Main Verb (cont)

(d) past participle + s (e.g., puts)

(e) incorrect past participle + s (e.g., paydses)

C. Incorrect Auxiliary

(abbr. ia)

(a) number

(b) tense

(c) number and tense

(d) non-finite forms (ben)

(e) wore, wach

(f) wasent

Incorrect Main Verb

(abbr. iv)

(a) regular inflection of irregular verbs (e.g., sellid, writeed, speeked, speked)

(b) irregular inflection of regular verb (e.g., visiten)

(c) past participle + s (e.g., heards)

(d) remainder (e.g., sail, visied, opned, stoled, buld, builden, buildod, buided, writen, stelen, speoken, hearst, visiter, spentid, stealy, payid, writned, visitit, wroted, writ, stealred, repeid)

D. Auxiliary

(abbr. a)

(a) correct auxiliary

(b) incorrect tense

(c) incorrect number

(d) non-finite forms (ben)

(e) incorrect number and tense

(f) wa, wach, wore, war

(g) ist

Incorrect Main Verb

(abbr. iv)

(a) infinitive

(b) infinitive + s (e.g., visitis, visit's payes, builds, stealis)

(c) past tense of irregular verbs

(d) past tense + s

(e) incorrect verb form + s

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III. Non-Passive Formations

A. Correct but Non-Passive Formations

(a) present tense (-s in 3rd person sing.)
(b) past tense
(c) has + past participle
(d) had + past participle
(e) was + ing-form
(f) is + ing-form
(g) future tense
(h) has been + ing-form
(i) are + ing-form
(j) have + past participle
(k) were + ing-form
(l) future progressive
(m) are for sale
(n) can + infinitive
(o) must + infinitive
(p) am paying

B. Incorrect Non-Passive Formations

1. Formations with an Auxiliary + a Main Verb

Auxiliary = Have	Main Verb
(abbr. a A)	(abbr. v A)
(a) has	(a) infinitive
(b) had	(b) incorrect past participle and lexically incorrect verbs
(c) have	
(d) hadn't	(c) infinitive + s

Auxiliary Varying	Main Verb
(abbr. aB)	(abbr. v B)
(a) be, been (ben)	(a) ing-form
(c) have, had, has	(b) lexically incorrect ing-forms
(d) will	
(e) can	
(f) isen't	
(g) did	
(h) ist	
(i) ees	

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III B 1. Formations With an Auxiliary + a Main Verb (cont)

Auxiliary = Will (abbr. a D)	Main Verb (abbr. v D)
	(a) incorrect form of infinitive
	(b) correct past participle
	(c) incorrect past participle
	(d) infinitive + s
	(e) past participle + s

Auxiliary = Be (abbr. a E)	Main Verb (abbr. v E)
(a) correct auxiliary (was)	lexically or otherwise incorrect present participles. (e.g., seening, spiking, buildning, bilding, builling, puting, sellering, writtening, wrighting, toughting, solding, visting, peparring, sellings, stoling, peing, speiking, selding, hering, oping)
(b) incorrect tense	
(c) incorrect tense	
(d) incorrect number and tense	

Auxiliary = Would (abbr. a F)	Main Verb (abbr. v F)
	correct past participle

Auxiliary = Ist (abbr. a G)	Main Verb (abbr. v G)
	incorrect past participle

Auxiliary Varying (abbr. a H)	Main Verb (abbr. v H)
(a) can, can't	(a) correct past participle
(b) do	(b) incorrect past participle
(c) don't	(c) past tense of irregular verb

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III B 1. Formations With an Auxiliary + a Main Verb (cont)

Auxiliary Varying	Main Verb
(d) does	(d) past participle + s
(e) doesn't	(e) infinitive + s
(f) did	(f) other incorrect forms of infinitive
(g) didn't	(g) lexically incorrect verb form
(h) must	(h) spoks
(i) shouldn't, should, shouldn	
(j) could	

III B 2. Verb Formations Consisting of a Main Verb or Two Main Verbs Only

(a) infinitive only

(b) past tense of irregular verbs + s

(c) other incorrect formations except (d)

(e.g., teathed, know puten, habe saw, well sell, speak teacher, wrote, payen, not saw, teach speaking, touch, toch, tought, spooke, payded, take steel, seende, repairer, teacher, teachis, sove, stealer, learn teacher, do the speaks)

(d) regular inflection of irregular main verb.

(e.g. selled, heared, spended, teached)

(e) incorrect past tense forms

(f) present participle only

(g) incorrect present participle forms

(h) past participle only

III B 3. Verb Formations Consisting of an Auxiliary Only

Be

(a) correct form

(b) incorrect number

(c) incorrect tense

(d) non-finite forms

(e) incorrect number and tense

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III B 3. Verb Formations Consisting of an Auxiliary Only (cont)

Have

(a) has

(b) had

Do

III C. Omission Of the Verbal Part

APPENDIX C

Distribution of Correct Responses, Errors and Omissions in ok

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Distribution of Correct Responses, Errors, and Omissions in per cent. Pk. Pre-test. N = 168

			visit	repair	open	put	spend	teach	steal	pay	hear	speak	write	see	sell	build	Per cent of 2,352
I			8.9	17.9	8.3	17.3	3.6		1.2	3.6	3.6	0.6	17.3	17.3	1.8	1.2	7.31
IIA	fa cv	(a)	0.6	0.6	6.5	2.4	0.6		1.8	0.6	3.0	1.2	2.4	0.6	6.0		1.87
		(b)	13.7	6.5	3.0	1.8	1.8			4.2	0.6		3.6	4.2	1.2	2.4	3.06
		(c)	3.0	0.6	0.6			1.2	0.6		0.6		0.6	1.2	0.6		0.64
		(d)	0.6	0.6	35.1	1.2	1.2		1.2	0.6	6.0		0.6	0.6	4.8	0.6	3.78
		(e)		0.6							0.6			0.6			0.13
IB	cc iv	(a)				7.7	12.5	2.4	3.0	10.1	0.6	1.8	6.0	2.4	1.8	4.2	4.76[X]
		(b)		0.6													0.20[XX]
		(c)	3.6	7.1		16.7	3.6	5.4	1.8	6.0		1.2	11.9	1.8	1.2	1.8	4.42
		(d)		0.6		0.6											0.09
IIC	cc iv	ac				0.6	1.8	1.8	4.2	1.2	2.4	1.8	0.6		4.8		1.73[X]
		ba				1.2	3.0		5.4	4.8	0.6	0.6	2.4		1.2	7.1	2.38[X]
		da					1.2		0.6				1.2				0.27[X]
		ad	0.6	1.2	1.2		0.6	2.4	7.7			1.2	1.2		1.2	0.6	1.28
		bd	6.0	4.8		1.8	3.0	0.6	4.2	4.2		3.0	6.5	1.2	1.2	4.2	2.68
		cd	1.8				0.6		0.6					0.6			0.26
		ac							0.6						1.2		0.16[X]

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		visit	repair	open	put	spend	teach	steal	pay	hear	speak	write	see	sell	build	Per cent of 2,352
IIC Cv bc					0.6	0.6								0.6		0.13
	ac						0.6									0.04
	cd		0.6	1.2	4.2	1.2	4.8	3.0	9	3.0	0.6	2.4		2.4	0.6	1.70
	cc				1.2	0.6	3.0	5.4	1.8	1.8	0.6	1.2		3.5		1.73[X]
	ac															
	bb															
	fd							0.6								0.04
	ec													0.6		0.04
IID Av	aa	6.0	3.0	0.6		10.1	0.6	1.2	1.8	2.4	2.4	3.0	4.2	0.6	3.0	2.76
	ba	7.1	6.0			2.4	0.6	4.8	4.2	1.2	0.6	0.6	1.8		7.7	2.64
	da	1.8	0.6									1.2			0.6	0.30
	ac							0.6			1.2		0.6			0.22[X]
	ea	0.6	0.6	6.0		1.8	1.8	1.2		3.6		0.6		2.4	0.6	1.36
	ab	5.4	0.6		4.2		3.0	1.2			3.0	0.6		1.2		1.36
	dc															
	ca	1.2		3.0		2.4	1.8	7.7	0.6	3.0	3.0			1.8	1.2	1.83
	bc											2.4				0.22[X]
	cb				0.6		1.2	1.2	0.6		1.2			2.4		0.51

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	visit	repair	open	put	spend	teach	steal	pay	hear	speak	write	see	sell	build	Per cent of 2,352
bb	4.8	0.6			1.2		3.0	2.4		1.2	1.2			1.2	1.11
cc										1.2					0.11[x]
bd					1.2										0.11[x]
db					0.6										
eb		0.6	0.6			1.2	0.6						0.6		0.09
gb													1.2		0.30
ed													0.6		0.04
fb			0.6										0.6		0.05[x]
fd													0.6		0.09
ae															
fa					0.6						0.6				0.04
ad											1.2				1.13
a	3.0	1.8		1.2	1.2	1.2	1.2	1.2	0.6				0.6		0.11[x]
b	3.0	4.8	4.2		3.6	3.6	1.2	2.4	16.7	3.0		1.8	3.0	1.2	3.44
c	0.6		0.6										0.6		0.10
d	2.4		1.8			0.6	0.6	1.8	0.6			2.4			0.72
e	1.2	0.6	6.0	0.6	3.6	1.8	4.2	2.4	1.2	4.2	4.2	2.4	1.8	11.3	3.23
f	0.6	0.6	1.2	0.6	1.8	1.8	0.6	3.6	1.8	8.9	3.6	1.2	4.2	20.2	3.61

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	visit	repair	open	put	spend	teach	steal	pay	bear	speak	write	see	sell	build	Per cent of 2,352
g				0.6	0.6				0.6			0.6			0.17
h															
i			0.6	3.0		1.8	1.2			4.2	1.2	0.6	1.2	1.2	1.06
j	0.6	0.6	0.6		0.6		0.6	0.6	0.6						0.30
k				2.4			1.2								0.26
l															
m															
n		1.2	0.6			0.6			0.6	0.6		3.5			0.51
o								0.6							0.04
p		0.6						0.6							0.09
aa		0.5													0.04
ba							0.6								0.04
bb		0.6						0.6			0.6				0.13
bb		0.6		0.6				0.6		0.6		0.6			0.21
ca	0.6	0.6					0.6							0.6	0.17
cc	0.6													0.6	0.09
bc															

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		visit	repair	open	put	spend	teach	steal	pay	hear	speak	write	see	sell	build	Per cent of 2,352
	cb		0.6			0.6			2.4							0.26
	ac	0.6														0.04
IIIBI	ab aB aa					0.6			1.2			0.6			0.6	0.21
	ca		0.6						1.2		0.6					0.17
	da															
	ea						0.6									0.04
	ab							0.6	0.6							0.09
	fa														0.6	0.04
	ga				0.6		0.6				0.6					0.13
	ta		0.6													0.04
IIIBI	aD aD a						0.6									0.04
	b					0.6										0.04
	c									0.6						0.04
	d															
	e															

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		visit	repair	open	put	spend	teach	steal	pay	hear	speak	write	see	sell	build	Per cent of 2,352
IIIBI	aC vC a	0.6		0.6	12.5				2.4	0.6	2.4	1.2				1.45
	b						0.6				0.6			0.6		0.13
	c		0.6		1.2				0.6		0.6					0.21
	d				1.8					0.6						0.17
IIIBI	aF vF															
IIIBI	aG a															
Bi	aH ea					0.6	0.6						3.6			0.34
	fc												0.6			0.05[X]
	fa	0.6			0.6			0.6					4.8			0.47
	ga												0.6			0.04
	ae									1.2						0.09
	de	0.6			0.6											0.09
	ca		0.6										1.2			0.13
	af															
	ad															
	fb					3.0	0.6	1.2	0.6	0.6	1.8		0.6			0.60

BEST COPY AVAILABLE

	visit	repair	mot	cut	cycle	teach	steal	pay	hear	speak/write		see	sell	build	Per cent of 2,352
ad						3.0	0.6	0.6		0.6					0.34
ag								0.6		0.6					0.09
fc									1.2			0.6	0.6		0.17
ic		1.8													0.13
ff															
cg		0.6													0.04
ja		0.6													0.04
cb		1.2						0.6							0.13
be										1.2			0.6		0.13
fn										1.2					0.09
gj												0.6			0.04
db										0.6					0.04
.I62	4.2	7.7	3.0	3.0	6.5	10.7	5.4	3.6	11.3	10.7	0.6	3.6	7.5	3.0	5.48[X]
b												0.6			0.05[X]
c	1.2	3.0		3.0	3.0	14.3	3.6	3.0	3.0	5.4	1.8	6.5	1.8	3.6	3.78
o					5.4	7.7	3.6	3.0	7.7	4.8	1.8	1.2	5.4	1.2	3.79[X]
e			0.6	0.6	0.6				0.6	0.6		0.6			0.26

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		visit	repair	open	put	speak	teach	steal	pay	hear	speak	write	see	sell	build	Per cent of 2,352
	f		0.6	0.6		1.8	3.0	0.6	3.0	1.2	3.6	1.2	0.6	0.6	2.4	1.36
	g	0.6	0.6		1.2				0.6					0.6	1.2	0.34
	h										0.6	0.6	4.2			0.38
III83	Be a				0.6										0.6	0.09
	b							0.6								0.04
	c															
	d				0.6											0.04
	e			0.6				0.6								0.09
III83	have a															
	b															
	Do															
III0		12.7	14.9	12.5	3.0	10.1	14.3	7.7	15.5	13.7	8.9	12.5	20.2	25.0	14.3	13.31

The figures with one asterisk have been calculated on the total 11x168=1,848, and with two asterisks on the figure 3x168=504.

APPENDIX D

Distribution of Correct Responses, Errors and Omissions in Sk

Distribution of Correct Responses, Errors and Omissions, Sk. Pre-test. N = 256

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	visit	repair	open	put	spend	teach	steal	pay	hear	speak	write	see	sell	build	Total in per cent of 3,584
I	39.5	68.8	27.0	57.6	41.8	8.6	20.3	34.8	21.5	30.1	61.7	58.2	35.9	31.3	39.06
IIA ia cv (a)	3.9	4.3	18.4	1.6	3.9	2.3	23.4		9.8	9.0	2.0	2.0	14.1	4.3	7.06
(b)	11.7	5.1	15.6	1.6	2.7	0.8	6.6	9.0	10.2	1.2	12.1	5.1	1.2	12.9	6.84
(c)	0.8						0.4	1.2	0.8	0.4	0.4	0.4	0.4		0.33
(d)	3.1		21.1	0.8			1.6	0.4	15.6		1.2	0.4	2.7	2.3	3.52
(e)							0.4		0.4		0.4				0.08
IIB ca iv (a)				8.2	16.0	31.3	2.3	23.8	5.9	2.7	0.8	0.8	6.3	5.1	9.38[x]
(b)															
(c)	1.2	0.2	1.2	6.6	2.1	9.4	5.9	2.0	1.2	14.5	9.0	3.9	2.3	2.3	5.05
(d)				0.8			1.6	0.4						1.2	0.28
(e)													0.4		0.03
IIC ca iv aa					2.0	4.7	2.3	1.2	2.0	2.3			1.6	0.8	1.53[x]
ba				0.4	0.4	1.2	2.7	10.2	3.1	1.2	0.8		0.4	3.9	2.20[x]
da							0.4	0.4					0.4		0.11[x]
ad	0.4	0.4		0.4		2.0	15.7	0.4	0.4	1.6	0.8	0.8	1.2		1.56
bd	0.4	1.2		0.4	0.4		3.5		0.4		3.9	0.4		3.9	1.03
dd		0.4					0.8				0.4				0.11
dc															

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	visit	repair	open	put	spend	teach	steal	pay	hear	speak	write	see	sell	build	Per cent of 3,584
IIC ca iv cd	0.8		0.8			0.8	2.0		0.4	0.4	0.4		1.2	0.4	0.50
ca						1.6	0.8	0.4	4.3	0.4			0.8		0.75[X]
ac			0.4	0.4	0.4				0.4			0.8			0.17
bb	0.4														0.13[XX]
IID a iv aa	14.1	1.6	2.7		9.4	5.9		0.4	0.4	3.1			1.2	9.8	3.46
ba	5.3		0.4			0.4	0.8	0.4	0.4		0.4			10.2	1.37
da	0.8													0.4	0.08
ac							0.4				1.2	4.3			0.53[X]
ea	0.8	0.4	2.7			0.4	0.4		0.8				1.2	0.4	0.50
ab	2,0			0.8	0.4	2.0		0.4					1.6		0.50
dc															
ca	1.2	0.8	2.3		0.4	2.0	2.0		0.8	1.2			3.5	0.4	1.03
bc							0.4					1.2			0.14[X]
cb										0.8					0.06
bb	0.8				0.4										0.08
cc												0.4			0.04[X]
bd	0.8														0.07[X]
cb	0.4														0.03

BEST COPY AVAILABLE

		visit	repair	open	put	spend	teach	steal	pay	hear	speak	write	see	sell	build	Per cent of 3,584
IIIA	a	0.4				0.8					4.7			0.4		0.45
	b	0.4	2.0			4.3	1.6		0.8	6.6	0.8		3.1	1.2	0.4	1.51
	c	0.8							0.4							0.08
	d		0.4					0.4	0.4				0.8			0.14
	e	0.8	1.6	2.7		3.9	0.4	2.3	0.8	0.4	0.4	2.0	9.0	0.8	3.5	2.04
	f	3.1	0.4	0.4	0.4	0.8	3.5	0.4	2.0	0.4	9.0	0.4	1.2	4.3	3.9	2.15
	g				0.4				0.8		0.4					0.11
	h															
	i			1.2	3.5		4.3	0.8		0.4	5.5		0.4	4.7		1.48
	j		0.8					1.2	0.4							0.17
	k				0.4	0.8		0.4	0.4	0.4			0.4	0.8		0.25
	l								0.4							0.03
	m													0.4		0.03
	n						0.8									0.06
	o															

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		visit	repair	open	put	spend	teach	steal	pay	hear	speak	write	see	sell	build	Per cent of 3,584
IIIB1	aA vA aa															
	ba							0.4								0.03
	ab	0.4														0.03
	bb										0.4					0.03
	ca	0.4														0.03
	cc	0.4						0.4			0.4					0.08
	bc					0.4		0.4		0.4						0.08
	cb					0.4					0.4					0.06
	dc								0.4							0.03
IIIB1	aB vB aa				0.4		0.4		0.4							0.08
	ca	0.4														0.03
	da	0.8				0.4	0.4									0.11
	ea										0.8					0.06
IIIB1	eB vB a															
	b		0.4			0.8			2.0				0.4			0.25
	c		0.4				0.4		0.4							0.08
	d	0.8														0.06
	e													0.4		0.03

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		visit	repair	open	put	spend	teach	steal	pay	hear	speak	write	see	sell		Per cent of 3,584
IIIB1	aE vE a		0.4		2.7		0.4				0.4	1.6		0.8	1.6	0.56
	b	0.4						0.4			1.2		0.8	1.6		0.31
	c		0.4		0.4										0.4	0.08
	d															
IIIB1	aF vF		0.4	0.4												0.06
B1	aGa													0.4		0.03
B1	aH aa						0.8			0.4						0.08
	fc												0.8			0.07[x]
	fa	0.4				0.4					0.4		0.4			0.11
	ga												0.4			0.03
	ae						0.4			2.0						0.17
	de													0.8		0.06
	ca												0.4			0.03
	af						0.4									0.03
	ad						0.4			0.4						0.06
	fb									0.4						0.03

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		visit	repair	open	put	spend	teach	steal	pay	hear	speak	write	see	sell	build	Per cent of 3,584
IIB2	a	0.4		0.4	2.0	1.6	3.1		0.4	0.8	3.5			0.4		0.90
	b															
	c			0.4		0.4	3.9			2.0	0.8		0.8	0.4		0.61
	d					1.2	2.0			2.3	0.4			0.4		0.57[X]
	e															
	f						0.4									0.03
	g						0.4									0.03
IIIB3	Be a								0.4		0.4					0.06
	b															
	c	0.4			0.4								0.4			0.08
IIIB3	Have a															
	b															
	Do										0.4					0.03
IIIC		0.8	2.0	2.0	0.0	2.7	3.1	0.4	4.7	4.7	1.2	0.8	2.3	6.3	0.8	2.26

The sums provided with an asterisk have been calculated on the total 2,816 as the three regular verbs must be deducted from the total sum 3,584. Two asterisks mean that the figu[X] has been calculated on 3 x 256 = 768, that is, the sum for the three regular verbs.

APPENDIX E

Tables I and II. Number of Error Types Total and of Error Types in Classes II and III. Most Frequent Error Type for Each Verb. Ak and Sk

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Table I. Number of Error Types Total and of Error Types in Classes II and III. Most Frequent Error Type for Each Verb. Ak. N = 156

	Test Items	Number of Error Types Total	Rank	Number of Error Types within Class II	Rank	Number of Error Types within Class III	Rank	Most Frequent Error Type
Regular verbs	Does anyone visit that old museum Yes, it is visited by many people on Sundays.	31	12	15	8,5	16	9,5	Incorrect tense of aux + correct main verb ... was visited .....
	Should't we repair the house next summer? But it was repaired last summer.	42	2	18	5	24	2,5	Inf. of main verb only But it repair last summer ....
	What was the girl doing outside the school? She was waiting. The doors are normally opened by the caretaker, but today he was ill.	24	14	11	14	13	13	Incorrect number and tense of aux + correct main verb .... was opened ....
Irregular Verbs	Do you know where the cups are? Yes, they are always put in the cupboard	33	11	14	11	19	6,5	Correct aux + remaining incorrect formations of main verb .... are puten ....
	Where did you spend your holidays? It was spent with my family on Bornholm.	38	6	22	3,5	16	9,5	Correct aux + regular inflection of irregular verb ... was spended ...
	Can you study foreign languages in Swedish schools? Yes, English, German, and French are taught in Swedish schools.	34	9	16	7	18	8	Anomalous form of main verb .... German and French toch ....
	Did the children take any apples? No, all the apples were stolen by the thieves.	44	1	24	2	20	5	Incorrect number of aux + remaining incorrect formation of main verb and incorrect number of aux + inf. of main verb .. was stealen .was steal

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Table I. (Continued)

Test Items	Number of Error Types Total	Rank	Number of Error Types within Class II	Rank	Number of Error Types within Class III	Rank	Most Frequent Error Type
Had you enough money for the bicycle? No, it was paid for by my father	39	5	14	11	25	1	Correct aux and regular inflection of main verb .. was payed ...
Did you hear a noise in your room last night? No, but all sorts of noises are heard at night in this house.	34	9	15	8,5	19	6,5	Past tense of main verb ... all noises heard ...
Do the French speak German? The French speak French. German is spoken in Germany	41	3	17	6	24	2,5	Inf. of main verb French and German speak.
Do you know when Selma Lagerlöf wrote Gösta Berlings saga? Gösta Berlings saga was written in 1891.	34	9	22	3,5	12	14	Correct aux + remaining incorrect formations of main verb ... was wrotten ...
Didn't you see the boy? I didn't see the boy, but he was seen by all the others.	35	7	12	13	23	4	Incorrect present participle form ... he seende by ...
What are you going to wear at the party? I want a new dress, but I don't know where the best ones are sold.	40	4	26	1	14	12	Incorrect number of aux + correct main verb ... is sold ...
Is this a new house? No, it was built in 1851.	29	13	14	11	15	11	Present tense of progressiv form ... is building ...

Table II. Number of Error Types Total and of Error Types in Classes II and III. Most Frequent Error Type for Each Verb. Sk. N = 256

	Test Items	Number of Error Types Total	Rank	Number of Error Types within Class II	Rank	Number of Error Types within Class III	Rank	Most Frequent Error Type
Regular verbs	Does anyone visit that old museum? Yes, it is visited by many people on Sundays.	33	1	18	2,5	15	4	Correct aux + inf. of main verb. ... is visit ...
	Shouldn't we repair the house next summer? But it was repaired last summer	19	12	9	14	10	9,5	Correct aux + remaining incorrect formations of the main verb ... was repared ...
	What was the girl doing outside the school? She was waiting. The doors are normally opened by the caretaker, but today he was ill.	16	14	10	13	6	12	Incorrect number and tense of aux + correct main verb. ... was opened ....
Irregular verbs	Do you know where the cups are? Yes, they are always put in the cupboard.	20	10,5	11	12	9	11	Correct aux + regular reflection of irregular verb ... are putted ....
	Where did you spend your holidays? It was spent with my family on Bornholm	25	9	12	10,5	13	7,5	Correct aux + regular inflection of irregular verb ... was spended ...
	Can you study foreign languages in Swedish schools? Yes, English, German, and French are taught in Swedish schools.	32	2,5	14	7	18	1,5	Correct aux + regular inflection of irregular verb. ... are teached ...

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Table II. (Continued)

Test Items	Number of Error Types Total	Rank	Number of Error Types within Class II	Rank	Number of Error Types within Class III	Rank	Most Frequent Error Type
Did the children take any apples? No, all the apples were stolen by the thieves.	31	5	21	1	10	25	Incorrect number of aux + correct main verb ... was stolen ...
Had you enough money for the bicycle? No, it was paid for by my father.	29	7	14	7	15	4	Correct aux + regular inflection of the main verb ... was payed ...
Did you hear a noise in your room last night? No, but all sorts of noises are heard at night in this house.	31	5	18	2,5	13	7,5	Incorrect number and tense of aux + correct main verb .... was heard ...
Do the French speak German? The French speak French. German is spoken in Germany.	31	5	13	9	18	1,5	Correct aux + remaining incorrect formations of main verb .. is spook...
Do you know when Selma Lagerlöf wrote Gösta Berlings saga? Gösta Berlings saga was written..	17	13	14	7	3	14	Incorrect tense of aux + correct main verb .... is written ....
Didn't you see the boy? I didn't see the boy, but he was seen by all the others.	26	8	12	10,5	14	6	Progressiv form instead of passiv .... was seeing .....
What are you going to wear at the party? I want a new dress, but I don't know where the best ones are sold	32	2,5	17	4	15	4	Incorrect number of aux + correct main verb ..... is sold ....
Is this a new house? No, it was built in 1851.	20	10,5	15	5	5	13	Incorrect tense of aux + correct main verb .... is built .....

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APPENDIX F

Types of Errors Formally Described and Arranged in Rank Order. Ak N = 168

Types of Errors Formally Described and Arranged in Rank Order.

Ak. N = 168.

Class		Frequency of Occurrence: Raw scores	Per cent of 2,352	Rank Order
III B 2	Infinitive of main verb	129	5.48	1
II B	Correct auxiliary + regular inflection of irregular verb	88	4.76[X]	2
II B	Correct auxiliary + remaining incorrect formations of main verb	104	4.42	3
III B 2	Regular inflection of irregular verb	70	3.79[X]	4
III B 2	Remaining incorrect formations of main verb except d	89	3.78	5
II A	Incorrect number and tense of auxiliary + correct main verb	89	3.78	
III A	Is + ing-form	85	3.61	6
III A	Past tense of main verb	81	3.44	7
III A	Was + ing-form	76	3.23	8
II A	Incorrect tense of auxiliary + correct main verb	72	3.06	9
II C	Incorrect tense of auxiliary + remaining incorrect formations of main verb	68	2.89	10
II D	Correct auxiliary + infinitive of main verb	65	2.76	11
II D	Incorrect tense of auxiliary + infinitive of main verb	62	2.64	12
II C	Incorrect tense of auxiliary + regular inflection of irregular verb	44	2.38[X]	13
II A	Incorrect number of auxiliary + correct main verb	44	1.87	14
III A	Third person singular of main verb	44	1.87	
II D	Incorrect number of auxiliary + infinitive of main verb	43	1.83	15
II C	Incorrect number of auxiliary + regular inflection of irregular verb	32	1.73[X]	16
II C	Incorrect number and tense of auxiliary + regular inflection of irregular verb	32	1.73[X]	
II C	Incorrect number and tense of auxiliary + remaining incorrect formations of main verb	40	1.70	17
II B	Correct auxiliary + lexically or otherwise incorrect present participle	34	1.45	18
II D	Wrong number and tense of auxiliary + infinitive of main verb	32	1.36	19
II D	Correct auxiliary + infinitive with s-ending of main verb	32	1.36	
III B 2	Present participle of main verb only	32	1.36	

Class		Frequency of Occurrence: Raw scores	Per cent of 2,352	Rank Order
II C	Incorrect number of auxiliary + remaining incorrect formations of main verb	30	1.28	20
II D	Incorrect tense of auxiliary + infinitive of main verb	26	1.11	21
III A	Are + ing-form of main verb	25	1.06	22
III A	Had + past participle of main verb	17	0.72	23
II D	Non-finite form of auxiliary + correct form of main verb	15	0.64	24
III B 1	Did + incorrect past participle of main verb	14	0.60	25
II D	Incorrect number of auxiliary + infinitive with s-ending of main verb	12	0.51	26
III A	Can + infinitive of main verb	12	0.51	
III B 1	Did + correct past participle of main verb	10	0.43	27
III B 2	Correct past participle only	9	0.38	28
III B 1	Can + correct past participle of main verb	8	0.34	29
III B 1	Can + incorrect past participle of main verb	8	0.34	
III B 2	Incorrect present participle of main verb	8	0.34	
II D	Non-finite forms of auxiliary + infinitive of main verb	7	0.30	30
II D	Incorrect number and tense + infinitive with s-ending	7	0.30	
III A	Have + past participle	7	0.30	
II C	Non-finite forms of auxiliary + regular inflection of irregular verb	5	0.27[X]	31
II C	Non-finite forms of auxiliary + remaining incorrect formations of main verb	6	0.26	32
III B 1	Have + incorrect past participle of main verb	6	0.26	
III B 2	Incorrect past tense forms	6	0.26	
III A	Were + ing-form of main verb	6	0.26	
II D	Correct auxiliary + past tense of irregular verbs	4	0.22[X]	33
II D	Incorrect tense of auxiliary + past tense of irregular verbs	4	0.22[X]	
III B 1	Had + incorrect past participle	5	0.21	34
III B 1	Non-finite form of auxiliary + ing-form	5	0.21	
III B 1	Incorrect tense of auxiliary + lexically or otherwise incorrect present participles	5	0.21	
II B	Correct auxiliary + irregular inflection of regular verb	1	0.20[XX]	35
III A	Future tense	4	0.17	36

Class		Frequency of Occurrence: Raw scores	Per cent of 2,352	Rank Order
III B 1	Have + infinitive	4	0.17	36
III B 1	Have, had, has + ing-form	4	0.17	
II C	Incorrect number and tense of auxiliary + lexically or otherwise incorrect present participle	4	0.17	
III B 1	Did + infinitive with s-ending	4	0.17	
II C	Incorrect spellings of "was" or "were" + regular inflection of irregular verb	3	0.16[x]	37
II A	Incorrect spellings of "was" and "were" + correct main verb	3	0.13	38
II C	Incorrect tense of auxiliary + past participle + -s	3	0.13	
II D	Incorrect spellings of "was" or "were" + infinitive	3	0.13	
III A	Has + past participle	3	0.13	
III B 1	Has + incorrect past participle	3	0.13	
III B 1	Did + ing-form	3	0.13	
III B 1	Incorrect number of auxiliary + lexically or otherwise incorrect present participle	3	0.13	
III B 1	Don't + correct past participle	3	0.13	
III B 1	Should or shouldn't + correct past participle	3	0.13	
III B 1	Don't + incorrect past participle	3	0.13	
III B 1	Do + infinitive with s-ending	3	0.13	
II D	Incorrect number of auxiliary + past tense of irregular verb	2	0.11[x]	39
II D	Correct auxiliary + irregular past tense with s-ending	2	0.11[x]	
II D	Incorrect tense of auxiliary + irregular past tense + -s	2	0.11[x]	
II B	Correct auxiliary + past participle with s-ending	2	0.09	40
II D	Non-finite form of auxiliary + infinitive with s-ending	2	0.09	
II D	Incorrect spellings of auxiliary + infinitive with s-ending	2	0.09	
III A	Am + ing-form	2	0.09	
III B 1	Can + infinitive with s-ending	2	0.09	
III B 1	Does + infinitive with s-ending	2	0.09	
III B 1	Must + correct past participle	2	0.09	
III B 1	Did + spoks	2	0.09	
III B 3	Correct form of the auxiliary "be"	2	0.09	

Class		Frequency of Occurrence: Raw scores	Per cent of 2,352	Rank Order
III B 1	Non-finite auxiliary + lexically incorrect ing-form	2	0.09	40
III B 1	Have + infinitive with s-ending	2	0.09	
III B 3	Incorrect number and tense of "be"	2	0.09	
II D	Incorrect number and tense of auxiliary + past tense of irregular verb with s-ending	1	0.05[x]	41
III B 1	Did + past tense of irregular verb	1	0.05[x]	
III B 2	Past tense of irregular verb with s-ending	1	0.05[x]	
II C	Non-finite forms of auxiliary + past participle with s-ending	1	0.04	42
II C	Wasent + remaining incorrect formations of main verb	1	0.04	
II C	Incorrect spelling of past tense of be + remaining incorrect formations of the main verb	1	0.04	
II D	Ist + infinitive with s-ending	1	0.04	
II D	Correct auxiliary + other incorrect verb forms with s-ending	1	0.04	
III A	Must + infinitive	1	0.04	
III B 1	Has + infinitive	1	0.04	
III B 1	Had + infinitive	1	0.04	
III B 1	Has + infinitive with s-ending	1	0.04	
III B 1	Can + ing-form	1	0.04	
III B 1	Isen't + ing-form	1	0.04	
III B 1	Ees + ing-form	1	0.04	
III B 1	Will + incorrect form of infinitive	1	0.04	
III B 1	Will + correct past participle	1	0.04	
III B 1	Will + incorrect past participle	1	0.04	
III B 1	Didn't + correct past participle	1	0.04	
III B 1	Can + lexically incorrect verb form	1	0.04	
III B 1	Could + correct past participle	1	0.04	
III B 1	Didn't + lexically incorrect verb form	1	0.04	
III B 3	Incorrect number of "be"	1	0.04	
III B 3	Non-finite form of "be"	1	0.04	
III B 3	Does + incorrect past participle	1	0.04	

The figures provided with one asterisk have been calculated on the total 11x168=1,848 and the figure with two asterisks on the total 3x168=504. 2,352 is the sum total of the number of test items x the number of pupils in AK (14x168).

APPENDIX G

Types of Errors Formally Described and Arranged in Rank Order. Sk N = 256

Types of Errors Formally Described and Arranged in Rank Order.

Sk. N = 256.

Class		Frequency of Occurrence: Raw scores	Per cent of 3,584	Rank Order
II B	Correct auxiliary + regular inflections of irregular verb	264	9.38[X]	1
II A	Incorrect number of auxiliary + correct main verb	253	7.06	2
II A	Incorrect tense of auxiliary + correct main verb	245	6.84	3
II B	Correct auxiliary + remaining incorrect formations of main verb	181	5.05	4
II A	Incorrect number and tense of auxiliary + correct past participle	126	3.52	5
II D	Correct auxiliary + infinitive of main verb	124	3.46	6
II C	Incorrect tense of auxiliary + regular inflection of irregular verb	62	2.20[X]	7
III A	Is + ing-form	77	2.15	8
III A	Was + ing-form	73	2.04	9
II C	Incorrect number of auxiliary plus remaining incorrect formations of main verb	56	1.56	10
II C	Incorrect number of auxiliary + regular inflection of irregular verb	43	1.53[X]	11
III A	Past tense of main verb	54	1.51	12
III A	Are + ing-form	53	1.48	13
II D	Incorrect tense of auxiliary + inf. of main verb	49	1.37	14
II D	Incorrect number of auxiliary + infinitive of main verb	37	1.03	15
II C	Incorrect tense of auxiliary + other incorrect formations of main verb	37	1.03	
III B 2	Infinitive only	32	0.90	16
II C	Incorrect tense and number of auxiliary + regular inflection of irregular verb	21	0.75[X]	17
III B 2	Other incorrect formations of main verb	22	0.61	18
III B 2	Regular inflection of irregular main verb	16	0.57[X]	19
II B	Correct auxiliary + lexically or otherwise incorrect present participles	20	0.56	20
II D	Correct auxiliary + past tense of irregular verb	15	0.53[X]	21
II C	Incorrect number and tense + remaining incorrect formations of main verb	18	0.50	22
II D	Incorrect number and tense + infinitive of main verb	18	0.50	
II D	Correct auxiliary + infinitive of main verb	18	0.50	
III A	3rd person of main verb	16	0.45	23
II A	Non-finite form of auxiliary + correct main verb	12	0.33	24

Class		Frequency of Occurrence: Raw scores	Per cent of 3,584	Rank Order
III B 1	Incorrect number of auxiliary + lexically or otherwise incorrect present participles	11	0.31	25
II B	Correct auxiliary + past participle with -s	10	0.28	26
III B 1	Will + correct past participle	9	0.25	27
III A	Were + ing-form	9	0.25	
III C	Incorrect number + past participle + -s	6	0.17	28
III B 1	Have + past participle	6	0.17	
III B 1	Can + infinitive + -s	6	0.17	
III B 1	Had + past participle	5	0.14	29
II D	Incorrect tense of auxiliary + past tense of irregular verbs	4	0.14[x]	
II C	Incorrect tense of auxiliary + irregular inflection of regular verb	1	0.13[xx]	30
II C	Non-finite form of auxiliary + remaining incorrect formations of main verb	4	0.11	31
III A	Future tense	4	0.11	
III B 1	Will + ing-form	4	0.11	
III B 1	Did + correct past participle	4	0.11	
II C	Non-finite forms of auxiliary + regular inflection of irregular main verb	3	0.11[x]	
II A	Incorrect spellings of auxiliary + correct form of main verb	3	0.08	32
II D	Non-finite forms + infinitive of main verb	3	0.08	
II D	Incorrect tense of auxiliary + infintive + -s	3	0.08	
III B 1	Has + past participle	3	0.08	
III B 1	Have + infinitive + -s	3	0.08	
III B 1	Non-finite forms of auxiliary + ing-form	3	0.08	
III B 1	Will + incorrect past participles	3	0.08	
II C	Incorrect tense of auxiliary + lexically or otherwise incorrect present participles	3	0.08	
III B 1	Can + correct past participle	3	0.08	
III B 1	Had + infinitive with an s-ending	3	0.08	
III B 3	Incorrect tense of "Be"	3	0.08	
II D	Incorrect tense of auxiliary + past tense of irregular verb + -s	2	0.07[x]	33
III B 1	Did + past tense of irregular verb	2	0.07[x]	
II D	Incorrect number of auxiliary + infinitive with s-ending	2	0.06	34
III A	Can + infinitive	2	0.06	

Class		Frequency of Occurrence: Raw scores	Per cent of 3,584	Rank Order
III B 1	Have + incorrect past participle or lexcially incorrect verbs	2	0.06	34
III B 1	Can + ing-form	2	0.06	
III B 1	Will + infinitive + -s	2	0.06	
III B 1	Would + correct past participle	2	0.06	
III B 1	Does + infinitive + -s	2	0.06	
III B 1	Can + past participle + -s	2	0.06	
III B 3	Correct form of "Be"	2	0.06	
II D	Incorrect number of auxiliary + past tense of irregular verb	1	0.04[X]	35
II B	Correct auxiliary + incorrect past participle + -s	1	0.03	36
III B 1	Non-finite forms of auxiliary + infinitive + -s	1	0.03	
III A	Future progressive	1	0.03	
III A	Correct periphrasis (are for sale)	1	0.03	
III B 1	Had + infinitive	1	0.03	
III B 1	Has + incorrect past participle	1	0.03	
III B 1	Had + incorrect past participle	1	0.03	
III B 1	Have + infinitive	1	0.03	
III B 1	Hadn't + infinitive + -s	1	0.03	
III B 1	Have, had, has + ing-form	1	0.03	
III B 1	Will + past participle with s-ending	1	0.03	
III B 1	Ist+ incorrect past participle	1	0.03	
III B 1	Didn't + correct past participle	1	0.03	
III B 1	Don't + correct past participle	1	0.03	
III B 1	Can + other incorrect forms of infinitive	1	0.03	
III B 1	Did + incorrect past participle	1	0.03	
III B 2	Present participle	1	0.03	
III B 2	Incorrect present participle	1	0.03	
III B 3	Do	1	0.03	

The sums provided with an asterisk have been calculated on the total 2,816 and with two asterisks on the total 768. 3,854 is the sum total of the number of test items x the number of pupils in Sk (14x256).

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